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Distance
Learning

LEARNING FACILITATOR'S MANUAL



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French 13

LEARNING FACILITATOR'S MANUAL



**Distance
Learning**

Alberta
EDUCATION

Note

This French 13 Learning Facilitator's Manual contains answers to teacher-assessed assignments and the final test; therefore, it should be kept secure by the teacher. Students should not have access to these assignments or the final test until they are assigned in a supervised situation. The answers should be stored securely by the teacher at all times.

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OR A LICENSING BODY.**

This document is intended for	
Students	
Teachers (French 13)	✓
Administrators	
Parents	
General Public	
Other	

French 13
Learning Facilitator's Manual
Modules 1-7
Alberta Distance Learning Centre
ISBN No. 0-7741-0860-6

Cover photo: BILL BUCHANAN

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Teachers

Register with the Alberta Distance Learning Centre

The Alberta Distance Learning Centre is dedicated to upgrading and continually improving your Learning Facilitator's Manual so that it accurately reflects any necessary revisions we have had to make in the student assignment booklets or the sample final test. The types of revisions that will be made are those that make the course more accurate, current, or more effective.

The ADLC will send you the latest enhancements and upgrades for your Learning Facilitator's Manual if you return the following registration card to: Alberta Distance Learning Centre, Box 4000, Barrhead, Alberta, T0G 2P0, Attention: Instructional Design and Development.

ADLC Learning Facilitator's Manual Registration Card

First Name

Surname

School Name

School Phone Number

School Address

City

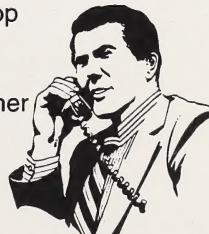
Postal Code

Course Title

Approximate Date of Purchase

You can help ensure that distance learning courseware is of top quality by letting us know of areas that need to be adjusted. Call the Alberta Distance Learning Centre free of charge by using the RITE line and ask for the Editing Unit. Also, a Teacher Questionnaire has been included at the back of the Learning Facilitator's Manual. Please take a moment to fill this out.

We look forward to hearing from you!



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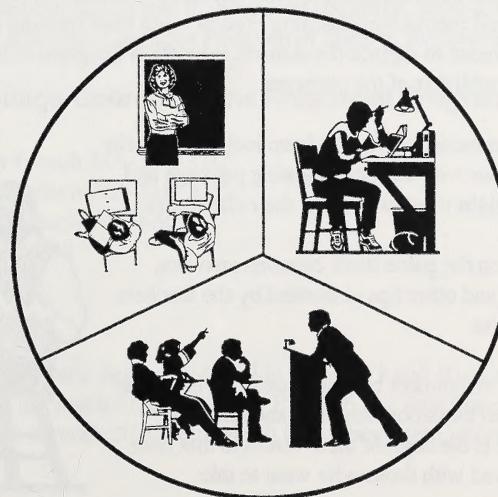
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Introduction

A survey of these course materials will confirm that this new learning package has been specially designed for many kinds of teachers working in a variety of situations.

Which Category Do You Fit?

- Small Schools Teacher
 - inexperienced
 - experienced, but in other subject areas
 - experienced in teaching French, but wanting to try a different approach
- Distance Learning Teacher
 - travelling to schools within the jurisdiction
 - using facsimile and teleconferences to teach students within the area
- Larger Schools Teacher
 - inexperienced
 - experienced in teaching French, but wanting to try a different approach



Because these materials have been created by experienced classroom teachers and distance learning specialists, they have many advantages for students and teachers regardless of their situations.

Advantages for Students

- incorporates a strong learner-centred philosophy
- promotes such qualities in the learner as autonomy, independence, and flexibility
- is developed through media which suit the needs and circumstances of the learner
- reflects the experiential background of Alberta students
- opens up opportunities by overcoming barriers that result from geographical location
- promotes individualized learning, allowing learners to work at their own pace

Advantages for Teachers

- allows teachers maximum teaching time and minimizes preparation time
- includes different routes through the materials to suit different learners
- incorporates a wide range of teaching strategies, in particular those using independent and individual learning
- delivers curriculum designed by education specialists that reflects the Alberta Education Program of Studies with an emphasis on Canadian content
- provides learning materials which are upwardly compatible with advanced educational technology

Does it sound like something you could use?

This Learning Facilitator's Manual begins with an overview of the current Alberta Education Program of Studies for French as a Second Language. This summary is included for inexperienced teachers or those teachers who have found themselves teaching French when their training is in other subject areas. This brief summary is not meant to replace the Alberta Education Program of Studies, but rather to help teachers confirm the highlights of the program.

Other parts of this introduction have also been included to help teachers become familiar with this new learning package and determine how they might want to use it in their classroom.

Beyond the introduction the guide itself contains answers, models, explanations, and other tips generated by the teachers who authored this course.

The module booklets, assignment booklets, and LFM's are the products of experienced classroom teachers and distance learning specialists. It is the hope of these teachers that their experience can be shared with those who want to take advantage of it.



Overview of the Program of Studies

Rationale

“Being able to use the French language is an important aspect of Canadian life, and French is also used in many other countries in the world … Students who learn French will enhance their language skills in general and develop an understanding of the nature of and role of language and culture in their lives.

Philosophy

Students will learn French as a second language by interacting with their own environment and using their already-acquired knowledge, attitudes, and behaviours; that is, their personal experiences or ‘fields of experience’, often first lived in their mother tongue.

Global Objectives of the French as a Second Language Program

Based on their life experiences, learners will be able to … participate in various languages experiences that will enable them to

- express, in French, their experiences, ideas and feelings and understand those of other learners while interacting with interlocutors in various situations
- seek information on and understand different aspects of francophone cultures in Canada and elsewhere with a view of broadening their awareness of such cultures and more effectively interpreting them
- understand and use the linguistic code, which encompasses the sound-symbol system, vocabulary, grammar, and discourse features to fulfill their communicative intents in various situations
- be aware of the nature of learning and its role in individual cognitive, socio-affective and metacognitive development.” (*French as a Second Language Program of Studies, Beginning Level*)

French as a Second Language Courses in the Provincial Program

French 1 to French 9, followed by French 31A-31B-31C

French 4 to French 9, followed by French 31A-31B-31C

French 7 to French 9, followed by French 10-20-30

French 13, followed by French 10-20-30

Levels of Proficiency

Students will generally be functioning at a Beginning Level in French 13 and 10, at an Intermediate Level in French 20 and 30, and at an Advanced Level in French 31A-31B-31C. By 1996 it is anticipated that students will require an Intermediate 3 Level of proficiency (French 30 or equivalent) for entrance into university programs requiring French as a Second Language.

Overview of French 13

French 13 is a beginner's course in French for students who have not completed French 9 (or other Beginning 2 Level program) in Junior High School. It prepares students for a Beginning 2/3 Level program such as French 10, as outlined in the 1991 Alberta Program of Studies.

Course Organization

The course consists of seven modules, based on the six prescribed "fields of experience" for French 13 in the Program of Studies, plus one additional "field of experience" from the Beginning 2 Level.

- Module 1: L'école (School)
- Module 2: Les temps des célébrations (Holidays for Celebrations)
- Module 3: Les personnes autour de nous (People Around Us)
- Module 4: La communauté (Community)
- Module 5: Les vêtements (Clothing)
- Module 6: L'alimentation (Food)
- Module 7: La météo (Weather)

Since the textbook *Arc-en-ciel 1* is not organized in this way, students will move around the textbook considerably. It is important that they carefully follow the directions in the module booklets to avoid losing their place. As their teacher, try to gain a good knowledge of the study modules so that you can help them stay on course.

This Learning Facilitator's Manual is designed to help you use the French 13 Distance Learning course as a resource to teach French 13. The course was written by practicing classroom teachers and has been approved as a basic resource for teaching French 13. The Learning Facilitator's Manual consists of these components:

- an introduction and overview
- suggestions for using this course in the classroom
- answers for the assessment assignments
- a sample final test
- answers for the sample test

The textbook *Arc-en-ciel 1*, by Mary Glasgow Publications, is available from the Learning Resources Distributing Centre, 12360-142 Street, Edmonton, Alberta, T5L 4X9. For information on pricing and availability call (403) 427-2767.

French 13 contains seven modules.

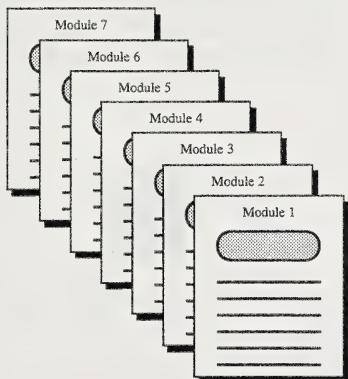


Structure of the Learning Package

Basic Design

This new learning package involves many other components in addition to the Learning Facilitator's Manual.

Modules



The print components involve many booklets called modules. These modules contain guided activities that instruct students in a relevant, realistic setting.

The modules have been specially designed to promote such qualities in the learner as autonomy, independence, and flexibility. Writers have incorporated such teaching strategies as working from the concrete to the abstract, linking the old to the new, getting students actively involved, and using advance, intermediate, and post organizers. Many other techniques enable learners to learn on their own for at least some of the time.

Contents
Overview Evaluation
Section 1 Activity 1 Activity 2 etc.
Section 2 Activity 1 Activity 2 etc.
Section 3 Activity 1 Activity 2 etc.
Section 4 Activity 1 Activity 2 etc.
Module Summary

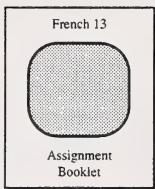
The structure of the module booklets follows a systematic design. Each module begins with a detailed table of contents which shows the students all the main steps. It acts as an organizer for students. The overview introduces the module topic or theme. A graphic representation has been included to help visual learners and poor readers. The introduction also states the weightings of each assignment.

The body of the module is made up of two or more closely related sections. Each section contains student activities that develop skills and knowledge centred around a theme.

The activities may involve print, audio, video, computer, or laser videodisc formats. At times the student and the learning facilitator are allowed to choose the activity that best suits the student's needs and interests. Other activities such as the Extra Help and Enrichment are optional pathways. This flexibility caters to each student's personal situation.

The summary focuses on the skills and strategies that the student has learned.

Assignment Booklet



Accompanying each module is an assignment booklet. The activities in these booklets can be used for formative and for summative assessments. The students should complete these assignment booklets when they have thoroughly reviewed the module materials. The assignment booklets have been designed for classroom use, for faxing, or for mailing. **If the booklets are not being mailed, you should remove the outside cover.**

Media



PRERECORDED
AUDIOCASSETTE



BLANK
AUDIOCASSETTE



TELEPHONE

The learning package for French 13 includes a prerecorded cassette for each module. The cassettes feature native French speakers presenting real-life discussions and listening activities. The cassettes and print are fully integrated.

Students use blank cassettes to practise their pronunciation, record oral exercises and to record some assignment booklet answers for evaluation.

The telephone icon indicates points where students registered with the Alberta Distance Learning Centre contact their distance-learning teacher by telephone.

Textbooks and Reference Books



The textbook *Arc-en-ciel 1* by Mary Glasgow Publications serves as the major resource. Students will also require any good French-English dictionary such as Collins Gem French Dictionary or Larousse de Poche.

Materials, Media, and Equipment

Mandatory Components

Equipment (Hardware)	Media	Materials
<ul style="list-style-type: none">audiocassette player with microphone for recording	<ul style="list-style-type: none">prepared audiocassettes (7)	<ul style="list-style-type: none">LFM for French 13one complete set of module booklets (7) and assignment booklets (7) for each student

Optional Components

Equipment (Hardware)	Media	Materials
<ul style="list-style-type: none">VCR	<ul style="list-style-type: none">videocassetteslaser videodiscs	<ul style="list-style-type: none">Although no specific videocassettes or laser videodiscs are referenced in the course, there are many that would be suitable as motivational and enrichment material. Check the ACCESS Network catalogue, regional media centres, or private distributors for appropriate materials.

Using This Learning Package in the Classroom

Conventional Classroom

Whether your classroom has desks in rows or tables in small groups, you may be most comfortable with a learning system that you can use with all your students in a paced style. In other words, you may want a package that will suit all of your students, so they can move through the materials as one group or several small groups. Because these materials contain different routes or pathways within each module, they can address various learning styles and preferences. The materials also include many choices within the activities to cater to different thinking levels and ability levels. Because of their versatility and flexibility, these materials can easily suit a conventional classroom.

Open-Learning Classroom

Open learning is the concept of opening up opportunities by overcoming barriers of time, pace, and place by giving the learners a package specially designed to enable them to learn on their own for at least some of the time.

Such a concept is not new. Many teachers can recite attempts to establish an individualized learning system as they recognized the importance of trying to personalize courseware to meet each individual student's needs. But these efforts often failed due to lack of time and lack of quality materials that conformed to Alberta specifications.

Due to advanced educational technology and improved Alberta-specific learning packages, a student-centred approach is now possible. Improved technology now allows us to provide support to learners individually, regardless of their pace or location. A teacher cannot be in twenty-eight places at one time offering guidance. However, media and a well-designed learning package can satisfy individual needs. Technology can also help provide an effective management system needed to track the students as they progress independently through the materials.

The key to a successful open-learning system depends on three vital elements: a learning package specially designed to enable students to learn effectively on their own for at least some of the time; various kinds of learner support; and a management system and style that ensures that the open-learning system runs smoothly.

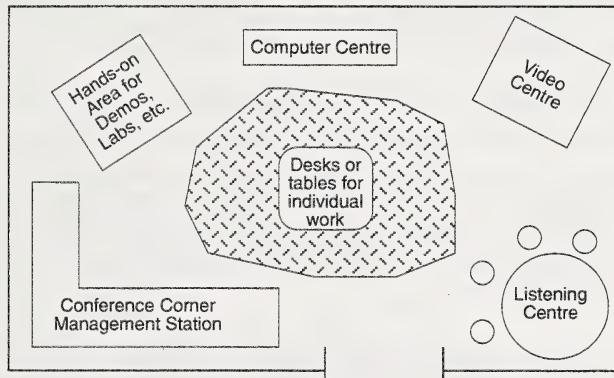
The Key to a Successful Open-Learning System



Learning Package

The specially designed learning package needed for a successful open-learning system has been developed for you. The objectives teach current Alberta specifications using strategies designed for individualized instruction. As the learning facilitator, you need to be sure to have all the components in the learning package available to students as needed.

If adequate numbers of media are available to satisfy the demand, a centre can be established for specific media.



You may not have the luxury to have enough hardware to set up a permanent video or computer centre in your classroom. In that case, students should be encouraged to plan ahead. Perhaps every three to five days they should preview their materials and project when they would need a certain piece of media. This would allow you to group students, if necessary, or reserve media as required.

Support

Support is definitely a key element for successful learning, and when you're planning an individualized, non-paced program, you need to carefully plan when and how support will be given.

The materials contain a form of consistent support by providing immediate feedback for activities included in the module booklet. *High school students have solutions, models, explanations, and guides included in the appendix of every module booklet. These are included so students can receive immediate feedback to clarify and reinforce their basic understanding before they move on to higher levels of thinking.

As the learning facilitator, you may be needed to offer more personal guidance to those students having difficulty, or you may need to reinforce the need for students to do these activities carefully before attempting the assignments in the assignment booklet.

The activities include choices and pathways. If a student is having difficulty, you may need to encourage that student to work on all the choices rather than one. This would provide additional instruction and practice in a variety of ways.

Another form of support is routine contact with each individual. This might be achieved with a biweekly conference scheduled by you, or as students reach a certain point (e.g., after each section is completed), they may be directed to come to the conference area.

Special counselling may be needed to help students through difficult stages. Praise and encouragement are important motivators, particularly for those students who are not used to working independently.

Direct teaching may be needed and scheduled at certain points in the program. This might involve small groups or a large group. It might be used to take advantage of something timely (e.g., election, eclipse, etc.), something prescheduled like the demonstration of a process, or something involving students in a hands-on, practical experience.

Support at a distance might include tutoring by phone, teleconferencing, faxing, or planned visits. These contacts are the lifeline between learners and distance education teachers, so a warm dialogue is essential.

Management

Good management of an open-learning system is essential to the success of the program. The following areas need action to ensure that the system runs smoothly:

- Scheduling, Distributing, and Managing Resources – As discussed earlier, this may require a need for centres or a system for students to project and reserve the necessary resources.
- Scheduling Students – Students and teachers should work together to establish goals, course completion timelines, and daily timelines. Although students may push to continue for long periods of time (e.g., all morning), teachers should discourage this. Concentration, retention, and motivation are improved by taking scheduled breaks.
- Monitoring Student Progress – You will need to record when modules are completed by each student. Your data might also include the projected date of completion if you are using a student contract approach.



Sample of a Student Progress Chart

French 13		Module 1	Module 2	Module 3	Module 4	Module 5	Module 6	Module 7	Final Test
<i>Billy Adams</i>	P								
	A								
<i>Louise Despins</i>	P								
	A								
<i>Violet Klaissian</i>	P								
	A								
P = Projected Completion Date A = Actual Completion Date									

The student could keep a personal log as well. Such tracking of data could be stored easily on a computer.

- Recording Student Assessments – You will need to record the marks awarded to each student for work completed in each module assignment booklet. The marks from these assignment booklets will contribute to a portion of the student’s final mark. Other criteria may also be added (a special project, effort, attitude, etc.). Whatever the criteria, they should be made clear to all students at the beginning.

Sample of a Student Assessment Chart

French 13		Module 1	Module 2	Module 3	Module 4	Module 5	Module 6	Module 7	Year's Average	Final Test	Final Mark
<i>Billy Adams</i>		67	65	54	47	78	67	73	64		
<i>Louise Despins</i>		43	50	54	55	48	42	56	50		
<i>Violet Klaissian</i>		65	65	66	68	67	70	73	68		

Letter grading could easily be substituted.

- Recording Effectiveness of System – Keep ongoing records of how the system is working. This will help you in future planning.

Sample of a System Assessment Chart

Module 1			
Date	Module Booklet	Assignment Booklet	Resources/Media

The Role of the Teacher in an Open-Learning Classroom

The teachers in a conventional classroom spend a lot of time talking to large groups of learners. The situation in open learning requires a different emphasis. Teachers will probably meet learners individually or in very small groups.

With this approach it is necessary to move beyond the idea of a passive learner depending largely on a continually supportive teacher. The teacher must aim to build the student's confidence, to stimulate the learner into self-reliance, and to guide the learner to take advantage of routes that are most meaningful and applicable to the learner.

These materials are student-centred, not teacher-centred. The teacher needs to facilitate learning by providing general support to the learner.

Evaluation

Evaluation is important to the development of every learner. Data gathering and processing, and decision making, at the student and teacher level, serve as means of identifying strengths and weaknesses.

These specially designed learning packages contain many kinds of informal and formal evaluation.

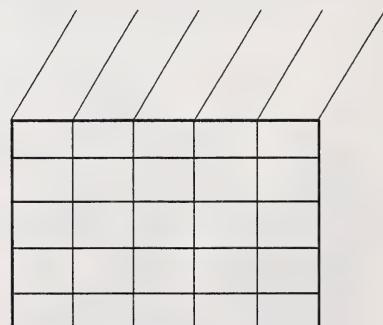
Observation

In the classroom the teacher has the opportunity to see each student perform every day and to become aware of the level and nature of each student's performance.

Observations are more useful if they are recorded in an organized system. The following list of questions is a sample of types of observations and how they can be collected.

Observation Checklist

1. Does the student approach the work in a positive manner?
2. Is the student struggling with the reading level?
3. Does the student make good use of time?
4. Does the student apply an appropriate study method?
5. Can the student use references effectively, etc.?



Observation may suggest a need for an individual interview with a student.

Individual Conferences

Individual conferences may be paced (scheduled) by the calendar, at certain points in the module, or they may be set up only as needed or requested.

During these conferences teachers can determine the student's progress and can assess the student's attitudes toward the subject, the program, school, and self, as well as the student's relationship with other students. With guided questions the teacher can encourage oral self-assessment; the student can discuss personal strengths or weaknesses in regard to the particular section, module, or subject area.

Self-Appraisal

Self-appraisal helps students recognize their own strengths and weaknesses. Through activities that require self-assessment, students also gain immediate feedback and clarification at early stages in the learning process. Teachers need to promote a responsible attitude toward these self-assessment activities. Becoming effective self-assessors is a crucial part of becoming autonomous learners. By instructing, motivating, providing positive reinforcement, and systematically supervising, the learning facilitator will help students develop a positive attitude toward their own progress.

For variation, students may be paired and peer-assessing may become part of the system. The teacher may decide to have the student self-assess some of the activities, have a peer assess other activities, and become directly involved in assessing the remainder of the activities.

When the activities have been assessed, the student should be directed to make corrections. This should be made clear to students right from the start. It is important to note the correct association between the question and the response to clarify understanding, aid retention, and be of use for study purposes.

Many of the activities include choices for the student. If the student is having difficulty, more practice may be warranted, and the student may need to be encouraged to do more of the choices.

Each section within a module includes additional types of activities called Extra Help and Enrichment. Students are expected to be involved in the decision as to which pathway best suits their needs. They may decide to do both.

Self-appraisal techniques can also be introduced at the individual conferences. Such questions as the following might be included:

- What steps are you taking to improve your understanding of this topic?
- What method of study do you use most?
- How do you organize your material to remember it?
- What steps do you follow when doing an assignment in your assignment booklet?
- What could you do to become an even better reader?
- Do you have trouble following directions?
- Did you enjoy this module?

A chart or checklist could be used for recording responses.

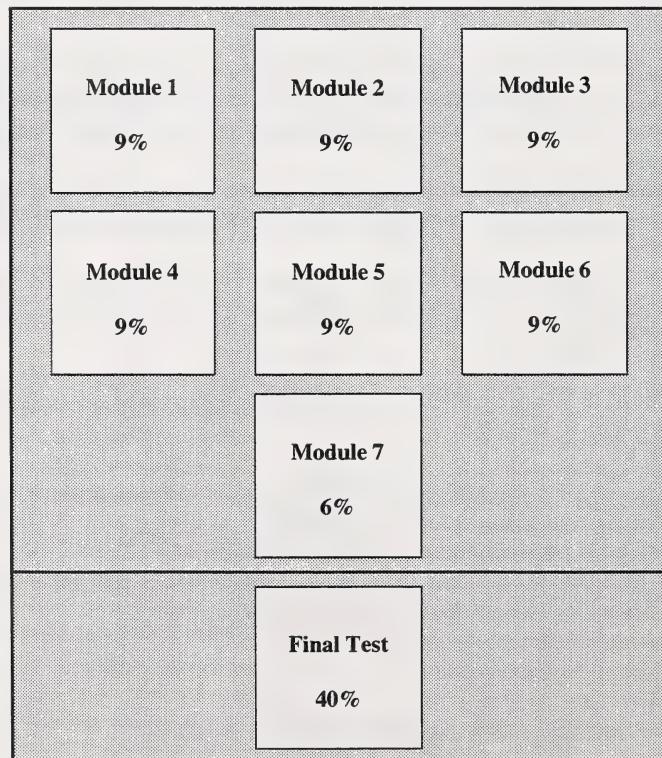
Informal Evaluation: Assignments

Informal evaluation, such as the assignments included in each module, are an invaluable aid to the teacher. They offer ongoing assessment information about the student's achievement and the behaviour and attitudes that affect that achievement.

Each module contains a separate booklet called the Assignment Booklet. This booklet assesses the knowledge or skills that the student has gained from the module. **The student's mark for the module may be based solely on the outcome of learning evident in the assignment booklet; however, you may decide to establish a value for other variables such as attitude or effort.** It is important that you establish at the beginning which outcomes will be evaluated, and that all students clearly understand what is expected.

Final Test

All LFM's include a formal final test which can be photocopied for each member of the class. The test, closely linked to the learning outcomes stated in the module booklets, gives the teacher precise information concerning what each student can or cannot do. Answers, explanations, and marking guides are also included. The value of the final test and each module is the decision of the classroom teacher. Following is a suggestion only.



Introducing Students to the System

Your initiation to these learning materials began with a basic survey of what was included and how the components varied. This same process should be used with the class. After the materials have been explored, a discussion might include the advantages and the disadvantages of learning independently or in small groups. The roles of the students and teacher should be analysed. The necessary progress checks and rules need to be addressed. Your introduction should motivate students and build a responsible attitude toward learning autonomously.

Skill Level

It is important for students to understand that there are certain skills that they will need in order to deal successfully with the course materials. They are listed below:

- the desire to communicate
- listening skills
- willingness to take risks
- mental flexibility
- memorization skills
- using reference materials
- patience
- attention to detail

To decide the level and amount of instruction needed to accommodate the varied levels among students, you may wish to prepare and administer skill inventories or pretests. If most students need help with a particular skill, you may want to plan a total class instructional session. If only certain students lack a skill, you may want to set up a temporary skill group to help students who need it, or you may want to develop a skills file for this purpose.

Reading Level

These course materials are largely print based, but poorer readers need not be discouraged. It is important that you assure the students that these materials have been designed for easy reading. The authors have employed special strategies that lower and control the reading level. Some of them are

- the conscious selection of vocabulary and careful structuring of sentences to keep the materials at an independent reading level
- the integration of activities, examples, and illustrations to break text into appropriate-sized chunks
- the inclusion of many kinds of organizers (advance, graphic, intermediate, concept mapping, post organizers) to help give students a structure for incorporating new concepts

- the recognition that vocabulary and concepts are basic to understanding content materials and, thus, must be handled systematically (defined in context, marginal notes, footnotes, and often in a specialized glossary)
- the acknowledgement that background knowledge and experience play a vital role in comprehension
- the systematic inclusion of illustrations and optional videos to help poorer readers and visual learners, and audiocassettes and software as an alternative to print-based learning
- a variety of formats (paragraphs, lists, charts, etc.) to help poorer readers who do not absorb or retain main ideas easily in paragraph format
- the inclusion of media pathways and activity choices to encourage an active rather than passive approach
- instruction in a meaningful setting rather than in a contrived, workbook style
- using purposeful reading, viewing, and doing to produce better interpretation of the course materials
- the recognition that students need structured experiences when reading, viewing, or listening to instructional materials: developing pupil readiness, determining the purpose, providing guided instruction and feedback, rereading if necessary, and extending (This structure closely resembles the reading process.)

To help make the learning package more readable, you can begin your module preparation by reading (viewing, listening to) all the related materials that are going to be used. You need a solid background in order to assess and develop a background knowledge for students. The students' experiential bases may be assessed through brainstorming sessions concerning the topic, or by using visuals and guided questions to predict what the topic might be about.

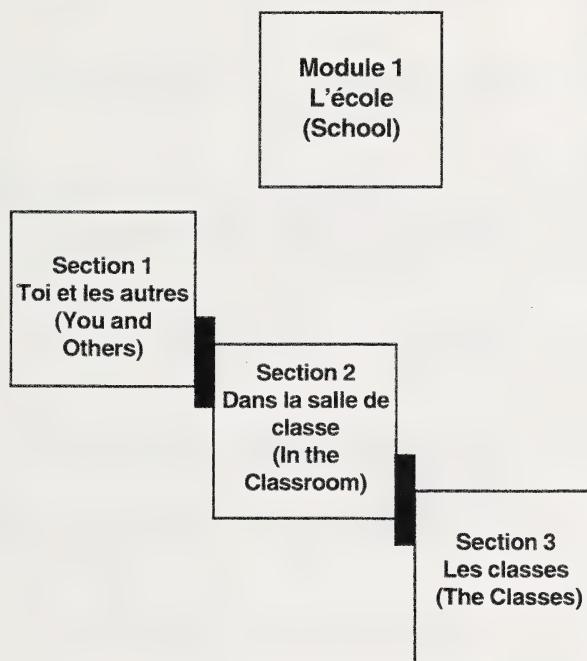
It is recommended that you start with Module 1 because this module includes basic introductory information, and it is also recommended that you work in order and end with Module 7 because this module acts as a summary or culmination.



Module 1: L'école (School)

Overview

Module 1 attempts to create a progression of learning that parallels real-life situations during which a student starts school, meets new people, and learns to communicate about his or her school-related experiences. The thematic organization of this module attempts to introduce the language, culture, and language-learning strategies in an integrated manner as they arise in a given situation. The content attempts to be relevant for the student at a personal level. This module (and the entire course) focuses on using the French language as a vehicle for communication. Grammar is taught only incidentally. If you wish, you may occasionally provide a greater focus on grammar.



Evaluation

The mark for this module is based on three section assignments and one final module assignment. The assignment breakdown is as follows:

Section 1 Assignment	18 marks
Section 2 Assignment	20 marks
Section 3 Assignment	40 marks
Final Module Assignment	22 marks
TOTAL	100 marks

Supplies and Equipment

- Audiocassette recorder
- French 13 Tape 1 audiocassette
- blank audiocassette tape
- *Arc-en-ciel 1* Pupil's Book
- French-English dictionary

Supplementary Materials

- *Arc-en-ciel 1 Teacher's Book*
- Apple Macintosh™ computer or IBM™ compatible computer running *Hyperglot 2.2 French Pronunciation Tutor*™
- *Ici la France*™ videocassette by D.C. Heath (Check ACCESS Network, regional or school film libraries, or other distributors for availability.)

Section 1: Toi et les autres (You and Others)

Key Concepts

- greetings
- numbers 0 to 31
- addresses
- telephone numbers
- telling how they are feeling

Section 1 begins with learning strategies related to saying *Hello* and to naming. This is the first step in establishing personal contact with others. Some cultural, pronunciation, and orthographic tips are introduced as they naturally occur in the learning situations. There is a progression from comprehension to production skills throughout the sequencing of activities in the section and the module overall. The student experiences learning a second language as a natural progression of skill development which tries to be of personal relevance in real situations.

The student next learns to express how he or she is feeling, how to tell where he or she lives, and how to say his or her telephone number. This is followed by learning closure expressions such as **Au revoir**.

Activities in this section introduce and enable the student to

- greet others
- tell and ask for names
- ask and tell how he or she feels
- say his or her telephone number
- ask and tell his or her address
- count from 0 to 31
- say good-bye
- identify the appropriate language usage for a variety of situations

Teaching Suggestions

Section 1: Activity 1

1.1

Classroom situations: You could introduce this activity by asking your students if they have ever had to communicate with someone who didn't speak English.

- How did they try to establish communication?
- What would be some of the things they would have said if they could have spoken to the person?
- How did they feel about the experience?

Check for other suggestions on page 9 of *Arc-en-ciel 1 Teacher's Book*.

1.3

Classroom situations: You could have students repeat the exchange as a dialogue between partners. Try a discrimination activity where students determine the different sounds in similar French and English words. Examples follow.

English	French	English	French	English	French
Paul	Paul	apple	appelle	Philip	Philippe
view	vue	fair	faire	Madame	Madame
Marie	Marie	John	Jean	Henry	Henri

1.5

Students respond to pictures doing a role-play where they greet each other. Remind students that politeness is an important part of correct language usage and there is usually a distinction between casual and formal.

Section 1: Activity 2

2.2

Follow suggestions on page 15 of *Arc-en-ciel 1 Teacher's Book*. Have students role play asking questions.

2.4

Pictures of additional personalities or groups of people could be used to augment this activity, i.e., Wayne Gretzky, M.C. Hammer. Students could also role play the characters and respond orally.

Section 1: Activity 3

3.1

For oral production, students could use the pictures to do a question-answer role-play situation based on their own personal information such as

- Comment t'appelles-tu?
- Je m'appelle Agnès.
- Où habites-tu?
- J'habite un rue Lesage.

To check numbers, the teacher or a student could ask **Où habite Agnès?** in a question-answer pattern.

3.2

Students practise counting things around the classroom.

3.3

Students could read French phone numbers on page 8 of the *Arc-en-ciel 1 Pupil's Book*.

- Students can ask each other's phone numbers.
- Hockey cards could be used; e.g., **Mario Lemieux, c'est quel numéro?**
- Show fingers or flashcards for numbers 1 to 10. **C'est quel numéro?**

3.6

Play **Loto** with numbers 1 to 31 (works like Bingo).

Play **Flute**. (Students repeat a sequence of numbers. For every multiple of three they must say **Flute** instead of the number or they are out of the game.)

Have students access French phone numbers by calling the federal government number and requesting a phone number for a particular office. Better students might try to access the number for the Montreal Forum from the Quebec operator.

3.7

Another approach to this activity is to do it orally. The teacher asks which team certain players belong to.

Teacher: **Pour quelle équipe joue le numéro sept?**

Student response: **Toulouse.**

3.8

If available, show a city map of a European city, preferably French, showing how streets radiate out like spokes from a wheel, differing from North American cities.

Explain the meaning of **place** – a large circle or square as opposed to a street.

3.9

Students can role play where one student acts as the bus driver, and the other responds as per the picture.

3.10

This could be adapted to be done as a written exercise.

Example: Où habite Jean? Jean habite Paris.

Jean habite Morinville? Non, Jean habite Paris.

J'habite Paris? Non, Jean habite Paris.

3.11

Another approach would be for a student-teacher exchange where the teacher asks **Où habites-tu?** The student would respond based on a number, **J'habite département 22**. Then the rest of the class would shade in the number that they heard.

Section 1: Follow-up Activities

Extra Help 1

This could be done in the classroom by handing each student a slip of paper with one of the phrases. Students then circulate in the classroom looking for the partner sentence. Then they read them out as a dialogue exchange.

Enrichment 1

Students can role play these dialogues.

Section 2: Dans la salle de classe (In the Classroom)

Key Concepts

<ul style="list-style-type: none">• the French alphabet• school supplies• classroom commands	<ul style="list-style-type: none">• classroom objects• colours
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Section 2 takes the students through vocabulary embedded in a classroom context. It starts off with **la rentrée** and each student learning to spell his or her name. Next comes a shopping list for school supplies. Vocabulary is introduced that enables the student to identify objects that are common to most classrooms, as well as to identify their locations in the classroom. Finally, the student experiences the imperative or command mode of communication that teachers use in the classroom. There is a progression from the student to the world of others in the classroom.

Activities in this section introduce and enable the student to

<ul style="list-style-type: none">• spell, using the French alphabet• tell who someone else is• use un, une, des• identify common school-supply items	<ul style="list-style-type: none">• identify basic colours• identify common objects found in most classrooms• tell location• respond to classroom commands
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Teaching Suggestions

Section 2: Activity 1

In a classroom context, cognates could be treated in a brainstorming activity done in pairs, small groups, or with the entire class. Words would be put on the board as students think of them, and then the cognates would be given.

1.1

Discrimination drills in which students distinguish if sounds are the same or different will help train the ear. Examples are given.

<i>Paul</i> (English)	Paul (French)	– different
<i>table</i> (English)	<i>table</i> (French)	– same
table (French)	<i>table</i> (English)	– different
<i>education</i> (English)	éducation (French)	– different

1.2

Have the class repeat the French alphabet as a group.

1.4

Listen to tape segment 125 as Patrick Civardi is spelled. To show the difference between an English and a French **p**, have students hold a piece of paper in front of their mouths as they say *Peter* in English and then **Pierre** in French. They should notice that the paper does not move as much for **Pierre** as it did for *Peter*, since the French **p** is not aspirated (no puff of air). To help teach the **r**, have students vibrate the tips of their tongues as if they are children making truck engine sounds. Insist that they practise until they can achieve a “rolled” **r**. Also mention to students that French sounds are spoken more tensely than are English sounds. You can mumble in English, but it is almost impossible in French.

Students in a classroom situation can take turns spelling Patrick Civardi. Each person spells one letter. This can be expanded to include their own names.

1.5

The use of a blank tape is optional depending on your needs.

1.6

Once students have identified the names by circling them in the wordsearch, have them spell them out loud to you. Also have students say the name correctly to practise the pronunciation.

1.7

This activity can be expanded in the classroom to using pictures of famous people or simply pointing to classmates and asking **Qui est-ce?**

Section 2: Activity 2

2.1

Answers are open-ended. In the classroom, this can be done as a brainstorming activity in pairs, small groups, or with the whole class.

2.2

In the classroom, as the teacher asks for each item, she or he could have a student really show if they have one as he or she responds to the questions.

Remind students of masculine and feminine gender. Stress correct pronunciation of **un** and **une**. Have students point to or show the object as they correctly say the word.

2.3

You might explain to the students the use of **piastres** in Quebec happens because Quebec was separated from France shortly before the French Revolution. The franc became the currency of France after the Revolution. Quebec continued to use the term **piastres**.

Section 2: Activity 3

3.3

Students could start this activity by identifying which words are cognates: **crayon, professeur, calendrier, brosse, fleurs, table, bureau**. Then they could see if the pronunciation and meanings in French and English are similar. After students have labelled the objects, the teacher could then review the words by asking **Qu'est-ce que c'est le numéro 8?**, and so on.

If you are doing this in a classroom setting, you could play **I Spy**. Describe the objects in French and see if any students can guess what it is, based on a list of vocabulary on the board. If students are at a production level of knowledge, they could try doing the **I Spy** in small groups.

3.7

In a classroom setting, this could be done as an actual scavenger hunt with objects hidden in the classroom that students have to locate by following instructions.

3.8

This activity could be adapted so that it becomes a question-answer pattern.

Où est le chien? Il est sur le bureau.

Où est le chien? Il est en haut.

Section 2: Follow-up Activities

Extra Help 1

This can be extended to the classroom by using pictures of famous people or names of other people in the classroom.

(Picture of Wayne Gretzky) **Qui est-ce? C'est Wayne Gretzky – GRETZKY. G-R-E-T-Z-K-Y**

This could be made into an oral exercise by asking directed questions to students in the classroom.

Où est la fenêtre? La fenêtre est à côté de la porte. Another approach would be to have students glance at the picture briefly (two to three minutes), and then say or write down as many things as they can about what they saw in the picture. This could be done in small groups or in pairs.

Enrichment 1

This can be expanded by asking students about objects in the classroom as an oral activity. **De quelle couleur est la porte? De quelle couleur est le drapeau français?**

Enrichment 2

This could be expanded to a question-answer activity in the following way:

Où est l'agrafeuse? L'agrafeuse est sur le bureau.

Qu'est-ce qui est sur le bureau? C'est l'agrafeuse.

Enrichment 4

Similar sheets can be handed out to individual students who can use them for a LOTO game. Each student would fill in the blank squares with items from the classroom. As you name items, if they have them on their sheets, they put an X over them. When they have an X on every item on their card, they call out **LOTO**.

Enrichment 5

As an oral activity, you could ask students what each picture represents.

Ecoutez!, Viens ici., Ne touche pas!, and so on.

Section 3: Les classes (The Classes)

Key Concepts

- names of rooms and locations in a typical school
- names of school subjects
- use of **le, la, les**
- naming teachers
- telling what subjects you like and dislike

Section 3 attempts to reinforce some of the concepts learned in Sections 1 and 2. As well, it continues to help students develop the communicative ability to describe the physical environment and experiences of a school context. The focus of this section is vocabulary acquisition and a review of introductions and naming (teachers).

Activities in this section introduce and enable the student to

- prepare a list of school supplies
- learn to say that something is needed (**avoir besoin de**)
- name common objects found in a typical classroom
- name rooms of the school and other locations usually found in a school
- talk about the location of specific items using prepositions
- name subjects
- name teachers of certain subjects
- understand whether someone likes or dislikes a particular subject

Teaching Suggestions

Section 3: Activity 1

1.4

This could be expanded in a classroom to a question-answer practice.

Qu'est-ce que c'est? C'est l'amphi.

Another possibility would be to take students on a tour around the school and ask them **Qu'est-ce que c'est? C'est le gymnase.**

Another approach would be to go into a room and ask **C'est le gymnase?** They could respond **Non, c'est le foyer.** or **Oui, c'est le gymnase.**

Section 3: Activity 2

2.1

In a classroom setting, this could be done as a question-answer practise where one student asks **Qui-est-ce?** and the other responds based on the picture **C'est M. Tremblay, le professeur de psychologie et de vie et carrière.** Base classroom discussion on teachers and courses in your school.

The cultural aspect of French programs in Alberta schools could be explored in a discussion. Students could determine what programs are offered in their own school and community. They may know students from other schools or communities who are in different programs, for example, francophone schools, who may want to come talk to your students about their language-learning experiences.

Students may want to explore the question of why English is compulsory in Québécois schools, but French is not compulsory in Alberta schools. The whole notion of textbooks and what languages they are written in could be introduced. For example, are doctors' textbooks written in French?

2.3

Paul's dialogue with Michelle could be attempted as a dialogue exchange between two students if in a classroom setting. In addition to teaching **quelle année**, you might want to give the alternative **quel niveau**.

When introducing the concept of free periods, you might have a Québécois exchange student come in to talk to the class about how Quebec secondary schools are organized.

Section 3: Follow-up Activities

Extra Help 4

In a classroom, this could be done as a patterned question-answer activity. Reinforcement of **est-ce que** could be done here by having one person ask **Est-ce que tu fais l'anglais, René?** The other student answers as René, **Oui, je fais l'anglais et les maths.**

Enrichment 1

This can be done as a question-answer practice with pairs in the classroom. Another possibility would be to say **C'est la directrice?** The student responds, such as **Non, c'est le professeur de chimie.** Or you may ask **Où est le professeur de chimie?** The student responds **Il est dans le labo.**

Enrichment 3

This could be converted to an actual interview that students conduct in their own classroom or with other students in the school. Results could be shared as a class project about which subjects are liked and disliked.

Enrichment 4

Once this activity is completed as per module booklet, students could be asked to tell others about what they have learned. One student tells about Sandy. For instance, **Sandy n'aime pas la physique.** **Sandy aime le dessin.** Then, another student tells the class about Tanya, and so on.

Key to the Assignment Booklet

You can adapt these marking guides or replace them with ones that meet your needs.

Sample Marking Guide for Oral Assignments

Student:
Assignment:
Total Score:

I. Pronunciation

- 5 native-like, no errors
- 4 native-like, several errors
- 3 mixture of English/French, still comprehensible
- 2 English dominates, frequent hesitation
- 1 practically incomprehensible or same as English

II. Structure of phrases, sentences

- 3 only a few errors
- 2 noticeable errors that lead to misunderstanding
- 1 incomprehensible because of errors

III. Organization

- 3 flow of ideas is coherent and follows native language usage
- 2 minor errors, but still follows native language usage
- 1 too many errors to follow the communicative intent

IV. Content

- 4 exceeds expectations and introduces new concepts
- 3 contains all concepts necessary for meaningful communication
- 2 basic coherence, but misses several key expressions
- 1 inadequate content to establish meaningful communication

Sample Marking Guide for Written Assignments

Student:
Assignment:
Total Score:

I. Total impression

- 5 proficient, native-like fluency and language usage
- 4 capable, manipulates language to meet needs of communicative intent
- 3 adequate, able to establish communicative intent
- 2 limited, unable to clearly express communicative intent
- 1 insufficient knowledge to communicate communicative intent

II. Organization

- 3 flow of ideas is coherent and follows native-user language patterns
- 2 minor errors, but still follows native language usage
- 1 incomprehensible, unable to express communicative intent

III. Convention (Mechanics)

- 5 proficient, words and structure used accurately
- 4 capable, some minor errors
- 3 adequate, able to communicate, incorrect production is evident
- 2 limited, noticeable and frequent errors
- 1 insufficient, practically incomprehensible, English structure dominates

IV. Creativity (pictures, artwork, maps, and so on, that create interest)

- 2 outstanding, adds immeasurably to production
- 1 adequate, adds to production

Section 1 Assignment: Toi et les autres (You and Others) (18 marks)

- 1 Use the marking guide provided, or a guide of your own, to assess this oral assignment. Here is a sample of what the student might have recorded.

Bonjour. Salut!
Je m'appelle Jason Cavenaugh.
J'habite 5923 - 48^e avenue.
Mon numéro de téléphone est 963-1234. (9 marks)

- 2 Bonjour, je m'appelle Jason Cavenaugh. J'habite 5923-48^e avenue, à Stony Plain, Alberta. Mon numéro de téléphone est 963-1234. (9 marks)

Section 2 Assignment: Dans la salle de classe (In the Classroom) (20 marks)

1. Use the marking guide provided, or a guide of your own, to assess this oral assignment. Here is a sample of what a student might record.

Je m'appelle Jason Cavenaugh.

C-A-V-E-N-A-U-G-H

J'habite à Stony Plain.

J'ai des stylos, des cahiers, des crayons, une règle, un dictionnaire, une trousse, et une calculatrice.

Mon ami Robby Andruski habite à 11 Greenwood Place. Son nom est épelé R-O-B-B-Y A-N-D-R-U-S-K-I.

Sara Jones habite 43 Welland Drive. Son nom est épelé S-A-R-A J-O-N-E-S.

Paul Wong habite 4603-53^e rue. Son nom est épelé P-A-U-L W-O-N-G.

Ana Alvarez habite 5622-52^e avenue. Son nom est épelé A-N-A A-L-V-A-R-E-Z.

George Michaud habite 16 Greenwood Drive. Son nom est épelé G-E-O-R-G-E-S M-I-C-H-A-U-D. (10 marks)

2. Answers will vary. Don't worry too much about credibility of the prices.

j'ai...	je n'ai pas...
des stylos (49¢)	de crayons de couleurs (3,49\$)
des cahiers (99¢)	de ciseaux (4,99\$)
des crayons (5/99¢)	de classeurs (1,00\$)
une règle (99¢)	de cartable (10,99\$)
un dictionnaire (9,99\$)	de livre d'allemand (32,49\$)
une trousse (89¢)	de bloc-notes (1,99\$)
une calculatrice (14,99\$)	de dossiers (79¢)
une gomme (49¢)	de feuilles (1,99\$)
un bâton de colle (1,29\$)	de correcteur (2,99\$)
des cassettes (2,99\$)	de feutres (2,99\$)

nom	adresse
1. Robby Andruski	11 Greenwood Place
2. Sara Jones	43 Welland Drive
3. Paul Wong	4603-53 ^e rue
4. Ana Alvarez	5622-52 ^e avenue
5. George Michaud	16 Greenwood Drive

(10 marks)

Section 3 Assignment: Les classes (The Classes) (40 marks)

1. a. Answers will vary. Here is an example:

Je m'appelle Jason Cavenaugh.

Je vais à l'école St. Thomas.

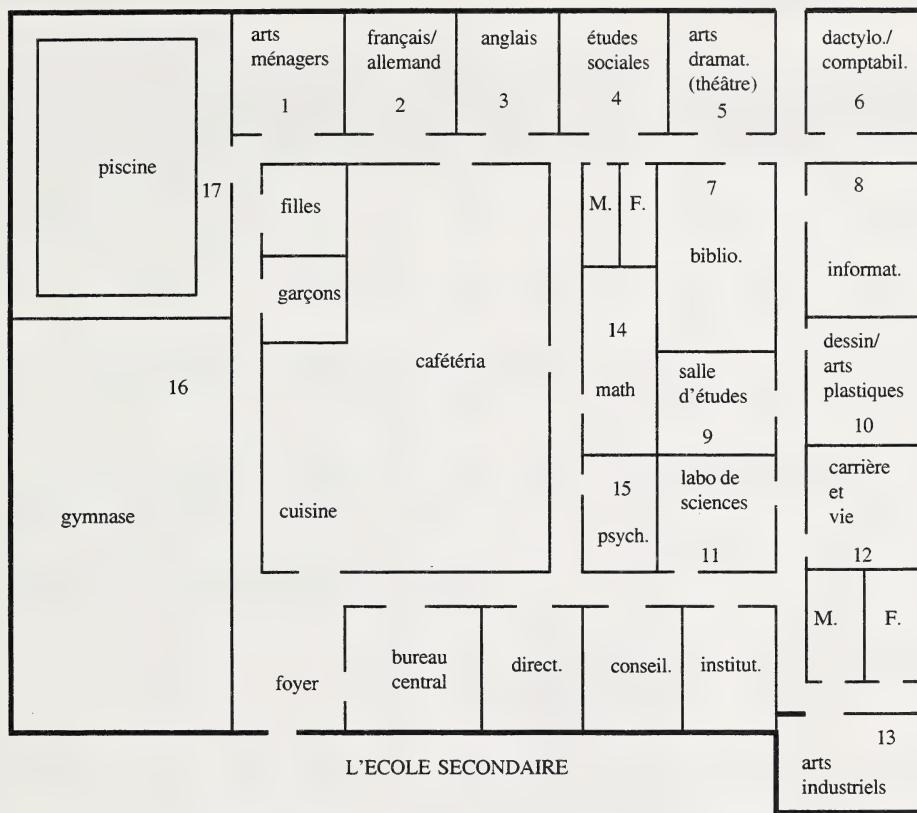
J'habite à Stony Plain (may include residential or postal address).

À l'école, je fais les maths, l'anglais, et la science (also accept je fais des ...).

J'aime la science.

Je déteste les maths et l'anglais. (5 marks)

b. Plans will vary depending on your school. This example shows the types of rooms common to most schools.



(10 marks)

c. M. Dupré – le français langue seconde dans la salle numéro 2

M. Pacholko – les études sociales dans la salle numéro 4

Mlle. Fernandez – les arts dramatique dans le théâtre, salle 5

Mme. Berkani – la comptabilité et la dactylographie, salle 6

Mme. Sussmeyer – l'éducation physique, salles 16 et 17 (le gymnase et la piscine) **(10 marks)**

2. Use the marking guide provided, or a guide of your own, to assess this oral assignment. The student is to describe the school to the exchange student, and explain each room and teacher as follows. The student may introduce the exchange student to the teachers.

Mme. Domsky enseigne les arts ménagers dans la salle numéro un.

M. Dupré enseigne le français et l'allemand dans la salle deux.

Mlle. Kinney enseigne l'anglais dans la salle trois. **(15 marks)**

Final Module Assignment (22 marks)

1.

1.		↙		↙							↙		
2.						↙	↙			↙	↙		
3.			↙	↙				↙					↙
4.					↙			↙	↙				
5.			↙		↙	↙		↙					
6.							↙		↙		↙	↙	

(5 marks)

2. There may be other ways to arrange the sentences. The question about Paul is most logical just before the closing, as it gives a logical reason for Michelle to thank Marie.

Salut, ça va?

Ça va très bien. Et toi?

Comme ci, comme ça.

Où va-tu Michelle?

Je vais au labo de chimie. Et toi?

Je vais dans la salle de classe de français.

Qui est le professeur de français?

C'est Mme. Lafranche. Et le prof de chimie?

C'est M. Wolanski. J'aime la chimie.

Bon. Moi j'adore le français.

Où est Paul?

Paul est dans le gymnase.

Merci. Au revoir, Marie.

Au revoir, Michelle. (7 marks)

3. Use the marking guide provided, or one of your own guides, for assessing this oral assignment. There may be some variation. Here is one possibility.

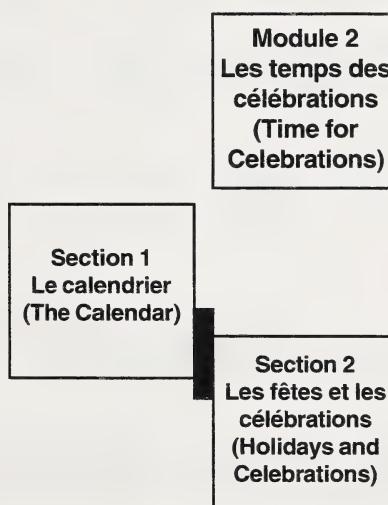
1. [Thérèse] J'aime l'anglais.
2. [Scott] Je déteste la dactylo(graphie) / écrire à la machine/les mathématiques.
3. [Diane] Je n'aime pas la physique.
4. [Danielle] J'adore la musique.
5. [Claude] J'aime les arts industriels.
6. [Viviana] Je déteste la psychologie.
7. [Alexandre] J'adore la chimie.
8. [Pierre] J'adore l'art dramatique.
9. [Marie-France] Je déteste les études sociales.
10. [Eric] J'aime le français immersion. **(10 marks)**

Module 2: Les temps des célébrations (Time for Celebrations)

Overview

How are holidays, birthdays, and special events celebrated? Are they celebrated differently by French-Canadian people? Are the holidays in France and in Quebec the same as in English Canada? These questions are addressed in this module. An attempt is made to have students examine briefly a number of the special celebrations of Quebec.

The activities in this module are designed to help students learn the vocabulary and expressions. This will enable the students to discuss orally and in writing the calendar, time, and holidays and special celebrations.



Evaluation

The mark for this module is based on two section assignments and one final module assignment. The assignment breakdown is as follows:

Section 1 Assignment	30 marks
Section 2 Assignment	50 marks
Final Module Assignment	20 marks
TOTAL	100 marks

Section 1: Le calendrier (The Calendar)

Key Concepts

- time
- days of the week
- months of the year

Section 1 opens with the students learning expressions related to telling time and reading twelve-hour and twenty-four-hour clocks. Students then learn the days of the week and how French and English calendars are organized. They work with timetables, and then study the months of the year. Students should be given the opportunity to examine several kinds of calendars, and as a result of their exposure to both types of calendars, they should be able to determine the day once they are given the date.

Activities in this section introduce the students to different cultural aspects:

- The calendars in Quebec are organized frequently just like English calendars – with Sunday as the first day of the week.
- Calendars in France begin with **lundi**.
- One can ask what the day is, and answer the question in several ways.
- French students usually have classes on Saturday mornings.
- The date in French is always written with the day before the month.
- The first day of the month is always **le premier**.

Teaching Suggestions

Section 1: Activity 1

To teach time vocabulary, set up as many real-life situations as possible. All these situations lend themselves to student discussion, role-playing, and question-answer dialogues.

<ul style="list-style-type: none">• timetables (school, buses, ...)• appointments• movie times	<ul style="list-style-type: none">• TV schedules• reading of clocks
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1.2

Discuss the parallels and the differences among English and French time expressions. A review of numbers would be valuable here, especially emphasizing the numbers 30 to 60.

1.7 and 1.8

Bring real clocks into the classroom. Students can set them according to times you or other students present. Students can set the clocks and ask **Quelle heure est-il?** The other students can respond with the correct time phrases.

1.9

Other variations of this exercise could be set up using a variety of photographs, pictures, or posters you have in the classroom.

1.10

Many students might be unfamiliar with a twenty-four-hour clock. Extra practice might be required to allow natural use of the system. A clock with a twenty-four-hour face would be an asset. Examining airline tickets or train tickets provides a concrete example of a twenty-four-hour clock.

1.11 to 1.13

Work with as many current, real-life schedules as possible:

- TV
- movies
- trains
- timetables
- buses
- airplanes
- ferries
- appointment books

Section 1: Activity 2

2.2

The students prepare a desk calendar. This activity gives them the opportunity to learn the spelling of each day. Point out that they are not capitalized. Make use of the French calendar in class by having students write down assignment due dates, dates of dances, and so on.

Using the desk calendar, give a series of dates. Students respond in French with the appropriate days of the week. Look at a number of calendars. Discuss whether the calendars are organized in the French or English style. Perhaps you have students who can bring in other calendars – German, Italian, or Chinese. Are they organized like our English calendars?

2.4

On est quel jour?

Provide some atlases. Students choose which places they would like to visit, and set up an itinerary saying and/or writing the day they will be in each place.

2.5

To reinforce **matin** and **après-midi**, ask the students to make a very simple timetable. What subjects do they study in the mornings? Are there any subjects that they study only in the afternoon? They could also list the subjects they have only in the mornings.

2.8 to 2.10

Students can complete their total timetables. They then discuss with each other, comparing classes they have in common, on what times and days certain subjects fall, and so on.

Section 1: Activity 3

3.1

The students must be able to recognize the months and identify the magazine for each month stated. You may wish to bring other French magazines into class and have the students identify the magazines after you say the month.

3.4

List a number of holidays or special occasions such as professional development days, teachers' convention, or Halloween, and ask the students to say and write the dates. Discuss the way in which the date is written in French and compare it to the ways it can be written in English.

3.5

Students work in partners or groups asking each other for his or her birthdates. Every student gets to respond.

The students can make up a number of dialogues, including those where they play themselves. When teaching **le premier**, ask the students to write or list on the board all important holidays or occasions that fall on the first day of the month. If they do not know the name of the holiday or occasion in French, you can supply this information.

3.6

The students could take turns calling out dates in French that they choose while the other students in the class write them.

3.7

There may be some discussion as to which months make up a particular season in Alberta.

Section 1: Follow-up Activities

Extra Help 2

These questions and answers can be done orally.

Enrichment 1

The students determine the month by looking at the pictures which represent a special holiday, activity, or weather condition that is associated with a particular month. You may provide the names of the holidays or situations represented by each illustration.

Enrichment 4

Lead discussions on scenarios using all types of situations and destinations based on the Annecy-Albertville schedule. Remind students that the 1992 Winter Olympics were held in Albertville. Atlas work could be fun here.

Section 2: Les fêtes et les célébrations (Holidays and Celebrations)

Key Concepts

- talking about others' birthdays
- telling how old you are
- telling someone else's age
- learning to use **il** and **elle** with **avoir**
- the names of Alberta's holidays in French
- Quebec's and France's holidays
- learning the names of special celebrations like Mother's Day
- learning about Quebec's special celebrations

Section 2: Activity 1

1.1

Opens with Marc's receiving an invitation to his friend Lise's birthday party. Here the students learn how to talk about someone's birthday and tell how old that person is. They learn to tell how old they are as well. Students learn some vocabulary dealing with birthday celebrations. While Lise opens her gifts, she frequently asks what the gift might be, and upon opening it she exclaims or explains what it is thereby allowing the students to hear as a review the expression **C'est un/une**

1.2

Students read a brief description about who is at Lise's party. This is a reading comprehension activity. The students must answer five questions about the party. Several kinds of questions are asked – those beginning with **est-ce que, qui, combien**, as well as **à quelle heure**.

1.3

Students have an opportunity to learn some new vocabulary dealing with birthdays. This activity gives them practice with **c'est un/une....** When Lise opens the gifts, she always tells everyone what they are. A similar "show-and-tell" situation can be set up in the classroom.

1.6

Students learn that there are several ways of asking age.

Students could be asked to interview family members, and ask age at that point. Classmates can have discussions asking each other their ages and providing the responses.

1.9

Students are given further practice with telling someone else's age. They must read a paragraph describing how old the members of Lise's family are. Students can then give mini talks about their own family members' ages.

Section 2: Activity 2

2.5

Students could try to obtain a French calendar from the Quebec government office. Students may want to do research on how some of these holidays are celebrated in Quebec.

2.6

In any classroom in Alberta there always are some students who come from ethnic backgrounds other than French or English. Perhaps the class could work on a calendar which not only has the holidays of Alberta, Quebec, and France, but also those of the United States, India, Chile, and so on.

2.8

The students have a further review of **est-ce que** and **quand**. **Où** is used as well. Discuss the uses of these words.

2.9

By seeing questions beginning with **est-ce que**, **quand**, and **où**, the students begin to understand how questions are structured. They can begin to ask questions themselves.

Students can plan a small carnival. In the last part of Activity 2, the students are given a recipe for **Tarte au Sucré**. They could get other recipes as well. They could also find some French Canadian folk songs or research how maple syrup is produced.

When teaching students the vocabulary of cooking, it is a good idea to have a demonstration of a recipe. One student stands in front of the class while the rest of the students take turns reading the directions. Students may wish to preview Module 6 – L'alimentation.

Section 2: Follow-up Activities

Extra Help 1

Students write and answer questions in the first and second person singular. They are playing the roles of the person organizing sports activities for the Lamoureux family reunion and the seven members of the family being questioned here. Students may also role play this scenario orally.

Enrichment 1

Find a calendar that lists name or saint days. A Catholic shop would have one. The students could check if they have a name day.

Enrichment 2

Expose the students to the music of Quebec. There are a number of rock stars from Quebec on the Alberta airwaves these days – Celine Dion, Roch Voisine, Richard Séguin. Don't forget the traditional music; play the songs of Gilles Vigneault and Félix Leclerc.

Key to the Assignment Booklet

Section 1 Assignment: Le calendrier (The Calendar) (30 marks)

1. l'interview de Paul lundi le 2 octobre à 4 h	3. l'interview de Marcel vendredi le 29 septembre à 4 h	5. l'interview de Christine mardi le 5 septembre à 4 h
2. l'interview de Nicole mardi le 10 octobre à 4	4. l'interview d'Anne lundi le 18 septembre à 4 h	6. l'interview de Thomas jeudi le 2 novembre à 4 h (10 marks)
2. c. Emily Murphy est née le 14 mars 1868 à ... d. Pierre Trudeau est né le 18 octobre 1919 à ... e. Napoléon Bonaparte est né le 15 août 1769 à ...	f. Wayne Gretzky est né le 26 janvier 1961 à ... g. Jeanne d'Arc est née le 6 janvier 1412 à ... (5 marks)	
3. Part A		

This is a sample answer. Each student will have his or her own schedule.

l'heure	lundi	mardi	mercredi	jeudi	vendredi
9h00	maths	maths	maths	maths	maths
10h00	français	français	français	français	français
11h00	éducation physique	période libre	éducation physique	période libre	éducation physique
12h00	—	—	lunch/déjeuner	—	—
1h00	anglais	anglais	anglais	anglais	anglais
2h00	chimie	chimie	chimie	chimie	chimie

(5 marks)

Part B

Use the marking guide provided for oral assignments or one of your own. Here is a sample of what a student might record for this question. Answers will vary greatly.

J'ai les maths tous les jours à 9h00, et le français tous les jours à 10h00. Le lundi, le mercredi, et le vendredi j'ai l'éducation physique à 11h00. Le mardi et le jeudi j'ai une période libre à 11h00. A midi c'est le temps du lunch. Chaque jour j'ai l'anglais à 1h00 (13h00) et la chimie à 2h00 (14h00). **(10 marks)**

Section 2 Assignment: Les fêtes et les célébrations (Holidays and Celebrations) (50 marks)

1. Answers will vary. Here is a sample. The student may include additional information.

Nous sommes six dans ma famille. Mon papa est né le 1^{er} mai. Il a 41 ans. Ma maman a 39 ans. Son anniversaire est le 24 septembre. Mon frère Robert a 13 ans. Il est né le 16 juin. Je m'appelle Blaine et j'ai 15 ans. Mon anniversaire est le 21 avril. Ma soeur Tara a 12 ans, et son anniversaire est le 30 décembre. Ma soeur Kimberley est née le 9 juillet. Elle a 10 ans. **(25 marks)**

2. Answers will vary.

- Quel jours de vacances est-ce qu'il y a en France qui n'existent pas en Alberta?
- Où est-ce qu'on célèbre la St-Jean Baptiste?
- Quel jour de vacances en Alberta au mois de février n'est pas célébré au Québec?
- En France, quand est-ce qu'on donne du muguet?
- C'est en quel mois, le Carnaval de Québec?

(15 marks)

3. The responses here change from year to year, and the week can start on **dimanche** (Quebec style) or **lundi** (France style). Other entries should be made for the remaining months. Birthdays, anniversaries, and specific dates will vary, but the calendars should include the statutory holidays listed here, plus some of the celebrations shown in parentheses.

janvier	1 – jour de l'an	juin	3 ^e dimanche – (fête des pères) 24 – (La Saint-Jean Baptiste – au Québec)
février	14 – (la Saint-Valentin) (mercredi des cendres)	juillet	1 ^{er} – fête du Canada 4 – (fête de l'Indépendance É-U)
mars	17 – (la Saint-Patrick/la Saint-Patrice)	août	1 ^{er} lundi – fête civique (où observée)
le mois de Ramadan – 9 ^e mois du calendrier musulman généralement en février-mars-avril		septembre	1 ^{er} lundi – fête du Travail (Rosh Hashanah – jour de l'an du calendrier juif) (Yom Kippur – le Grand Pardon)
avril	(dimanche des rameaux) (la Pâque) Vendredi Saint (dimanche de Pâques) lundi de Pâques	octobre	2 ^e lundi – jour d'action de Grâce 31 – (l'Halloween – la veille de la Toussaint)
mai	2 ^e dimanche – (la fête des mères) 3 ^e ou 4 ^e lundi – fête de Dollard et de la Reine Victoria (dimanche de Pentecôte)	novembre	1 – (la Toussaint) 11 – jour du Souvenir
		décembre	(Hanukkah) 25 – Noël 26 – jour des Étrennes

janvier 1993

dimanche	lundi	mardi	mercredi	jeudi	vendredi	samedi
					1	2 jour de l'an
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

(10 marks)

Final Module Assignment (20 marks)

Salut.

Je m'appelle Jacques Albert.

J'ai 42 ans, et j'habite à 27 rue de l'Ecole à Montréal.

J'ai un fils et deux filles.

Ma fête, c'est le 22 novembre, et la fête de ma femme est le 3 mars.

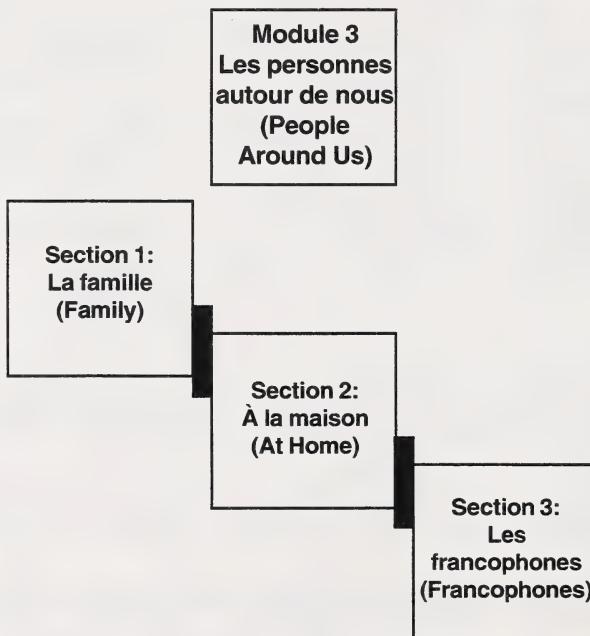
Mon fils Olivier est né le 17 juin, ma fille Sophie est née le 30 avril, et ma fille Isabelle est née le 11 février.

(20 marks)

Module 3: Les personnes autour de nous (People Around Us)

Overview

In this module, students will learn to discuss the people around them. They will begin by identifying their immediate family and then their extended family. Section 1 then introduces action vocabulary. The home is covered first in Section 2. Then it moves to discussing friends. Students will learn to describe themselves and others. Students will learn about francophones in their community, in Alberta, and around the world in Section 3.



Evaluation

The mark for this module is based on three section assignments and one final module assignment. The assignment breakdown is as follows:

Section 1 Assignment	25 marks
Section 2 Assignment	25 marks
Section 3 Assignment	25 marks
Final Module Assignment	25 marks
TOTAL	100 marks

Section 1: La famille (Family)

Key Concepts

- members of the family
- extended family
- relationship adjectives and agreement
- the verb **aimer**
- French–English dictionary use

It is important to remember that comprehension always precedes and exceeds production in language learning. Students are introduced to the vocabulary necessary to identify members of the family including the vocabulary for step-families and the extended family. In addition, you as the learning facilitator must be sensitive to the fact that not all students may want to discuss their family or use their family as the basis of an activity. Choices have been given using fictitious characters or famous people. Students should be able to comprehend and produce a family tree at the end of this section. Adjectives like **divorcé**, **mort**, and **marié** are introduced in the first activity as are possessive adjectives. You should point out that adjectives make agreement in French and that possessive adjectives follow a pattern. The verb **aimer** is introduced so that students may learn to express things they and others like to do. It is important at this point that students feel comfortable using a French–English dictionary. It is important to do enough dictionary work to make students comfortable using the French–English dictionary. Many of the situations covered in Section 1 allow for group or partner discussion. Always encourage students to listen to cassette activities more than once.

Section 2: À la maison (At Home)

Key Concepts

- rooms of a house
- buying or renting
- types of accommodations
- household tasks
- the verbs **faire** and **être**
- friends
- character adjectives and agreement

The focus for the theme on home is a student's moving and selecting a new home. The rooms of a home are discussed. Students can discuss their own homes, explaining to classmates the rooms they have and the types of homes they live in. Then buying, selling, and renting vocabulary is introduced. Bringing in the classifieds of a current French newspaper would add realism. They could draw and label floor plans of their own homes or homes found in the newspaper.

In Activity 2 you should focus on allowing the students to express the kinds of things they do at home. Find out what kinds of things they are responsible for. In addition, it is necessary to be able to express the kinds of things they enjoy doing at home. The focus must be on the student. They should be learning things that are relevant to their situation – things they can relate to. Provide vocabulary for the activities they wish to discuss. At the end of this activity, students should be able to express what they do at home, and how frequently, using **quelque fois**, **jamais**, and **toujours**.

The section then provides vocabulary and situations which allow the students to describe their friends and themselves. Before venturing into the second language aspect of talking about friends, it is important that students verbalize or understand the importance friends play in their lives. If students buy into a topic, they will probably be more keen to find out how to talk about it in French. Always focus on the student and his or her frame of reference. In terms of language, be sure the students recognize and understand that adjectives usually have two forms depending whether the person being described is masculine or feminine. Another dictionary entry is included here to underline this idea.

Section 3: Les francophones (Francophones)

Key Concepts

- Alberta francophones
- French communities and history in Alberta
- Canadian francophones
- Francophones around the world

Students first should become aware of the presence of francophones in their town and province and know where francophone communities are located. Students should be able to recognize French names. Some tidbits on early francophone pioneers are offered on the map. As a learning facilitator, you could exploit this map further in the classroom. You may want to purchase the poster-size version (English on one side and French on the other). It is available for a nominal cost from

La Société Historique et Généalogique de Smoky River

Donnelly, AB,

T0H 1G0

or from your local **Francophonie jeunesse**, if there is one in your community.

Students then explore major francophone regions in Canada.

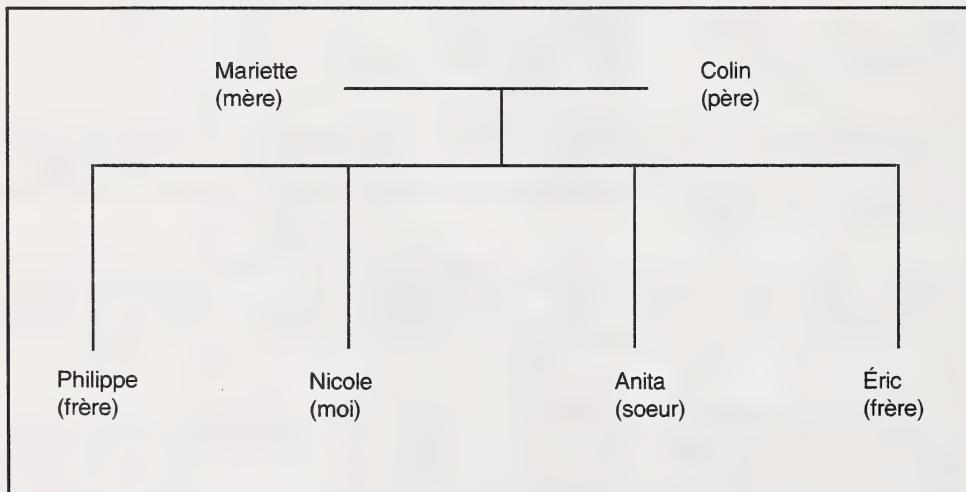
Activity 2 focuses on where French is spoken around the world. Students should recognize francophone countries and be able to state their nationality. You could easily extend this activity by exploring how to say more nationalities than the few presented here. As well, you could do a more in-depth research with the students on the lifestyles and culture of francophone countries.

Key to the Assignment Booklet

Section 1 Assignment: La famille (Family) (25 marks)

1. Use the Sample Marking Guide for Written Assignments or your own marking guide. Here is the sample that was provided.

Ma famille



(5 marks)

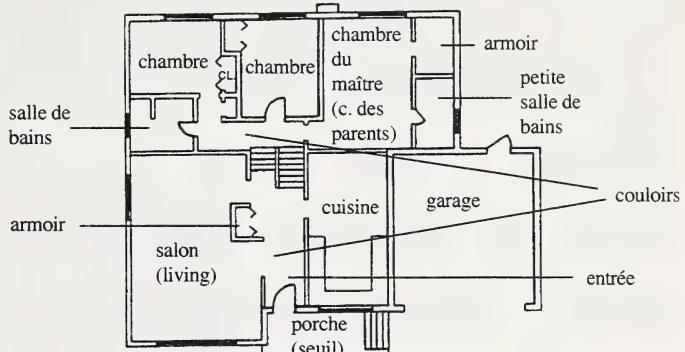
2. Voici ma famille. Ma mère s'appelle Mariette. Elle a 42 ans. Mon père s'appelle Colin. Il a 45 ans. J'ai deux frères et une soeur. Mes frères s'appellent Philippe et Éric. Ils ont 18 et 10 ans. Ma soeur s'appelle Anita. Elle a 13 ans. Moi, je m'appelle Nicole et j'ai 15 ans. Ma famille habite à Fairview. Ma mère et mon père aiment jouer au base-ball. Mes frères aiment manger le chocolat. Ma soeur aime écouter de la musique rock. Moi, j'aime faire de la bicyclette et nager. J'adore les sports. **(10 marks)**
3. Use the Sample Marking Guide for Oral Assignments or a marking guide of your own devising. **(10 marks)**

Section 2 Assignment: À la maison (At Home) (25 marks)

The question does not make it clear that students are to record their descriptions of their floorplan and explain each room and what they do there. If they did not record the response, base your marking more on the written answer.

Your Home

Student diagrams will vary greatly. This is only a sample.



(4 marks)

Here is a sample of a written description.

J'habite une maison à deux niveaux. En bas, il y a la salle à manger et le salon à gauche, la cuisine au centre, et le garage à droite. L'entrée donne accès à un couloir qui amène aux pièces du premier niveau et à l'escalier au deuxième niveau. Dans ce couloir il y a une armoire.

Au deuxième niveau, il y a la salle de bains et la chambre de mes frères à gauche, ma chambre au centre, et la chambre de mes parents à droite. La chambre de mes parents a une grande armoire et une petite salle de bains. J'aime bien notre maison. (5 marks)

Yourself

Answers will vary, but must include a *self-portrait* and at least five descriptions. Here is a sample.

Je m'appelle Carole. Je suis très sportive. Je suis aussi marrante, sympa, travailleuse, et intelligente. J'adore le chocolat.



(8 marks)

Taped descriptions

Use the Sample Marking Guide for Oral Assignments if you wish. The taped description should include a description of the student's home, plus a description of themselves, based on the written responses here. Students may not have recorded descriptions of their floor plans. Don't penalize them. (8 marks)

Section 3 Assignment: Les francophones (Francophones) (25 marks)

Here is the type of report you might expect.

Monsieur Alexandre Meunier a 69 ans. Il vient de Sorel, Québec. Ses coutumes sont des coutumes du Québec. Le dimanche il va à la messe avec sa femme Madeleine. Ils vont à la cabane à sucre au mois de mars, et ils assistent aux activités de l'Association Canadienne-Française de l'Alberta. Ils parlent français à la maison et ils lisent de Franco et ils regardent CBXFT à la télévision. Ses enfants vivent à Montréal et à Sorel. Il aime l'Alberta, mais quelquefois il pense à retourner au Québec pour être plus proche à la famille. (13 marks)

Use the Sample Marking Guide for Oral Assignments if you wish. The student's taped report should be similar to their written report. (12 marks)

Final Module Assignment (25 marks)

Divide the marks as you wish, taking account of the comprehension shown, the grammar, the spelling, and the ability to logically fill in the gaps in the communication. Here is the script of tape segment 334.

Henri habite 6, rue de Paris, à Nantes. Sa famille habite dans un appartement au 4e étage. Dans l'appartement il y a un salon, une cuisine, une salle à manger, une salle de bains, et trois chambres à coucher.

Henri a 16 ans et il est élève au lycée. Il aime beaucoup les math. Ses soeurs aiment les sciences et le français. Est-ce que vous aimez l'anglais? Dans ma famille, nous aimons beaucoup la musique. J'aime la musique rock. Avez-vous des cassettes de musique? Moi, j'ai beaucoup de cassettes. (25 marks)

Module 4: La communauté (The Community)

Overview

This module will cover the field of experience “Community” that is identified in the Alberta Education Program of Studies.

In the first section the student learns the names of various places and buildings that can be found in most communities. This section presents places a person can go in the community, and what is done at these places. The students will also learn the types of services a place provides.

The types of work people do in the community is the focus in Section 2. Names of professions, trades, jobs, and volunteer opportunities are covered. Future job and career aspirations are studied in terms of looking for a summer job.

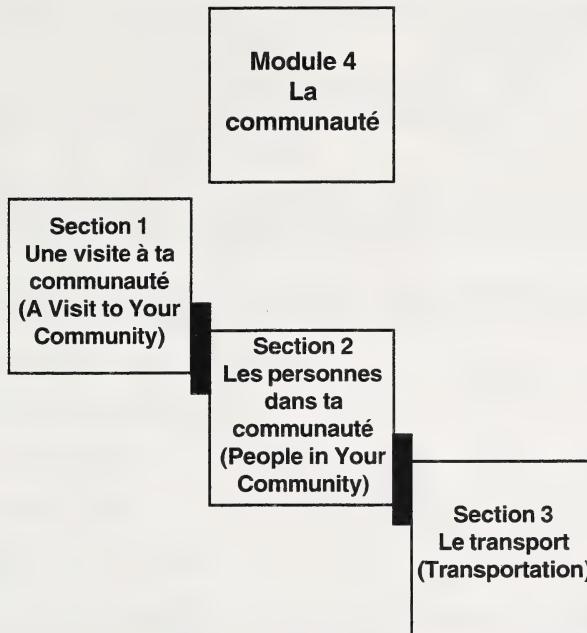
Finally, various modes of transportation are presented. Since communities can be big or small, rural or urban, methods of travel will vary. The vehicle used to travel often depends on the seasons and the travel conditions. The students will be able to express how they get around their own community and how to travel abroad. Giving and following directions will also be taught since this is an integral part of travelling.

As the teacher you are encouraged to provide the students with your own strategies and helpful hints. Have students focus on and discuss their own community as much as possible. Local business directories, newspapers, and maps of the town, county, or city would be useful. Students could make their own maps as tools for discussion about local services, directions, and so on.

Evaluation

The mark for this module is based on three section assignments and one final module assignment. The assignment breakdown is as follows:

Section 1 Assignment	20 marks
Section 2 Assignment	25 marks
Section 3 Assignment	25 marks
Final Module Assignment	30 marks
TOTAL	<u>100 marks</u>



Section 1: Une visite à ta communauté (A Visit to Your Community)

Key Concepts

- places and buildings
- actions/things to do
- services
- **Qu'est-ce que c'est?**

Each activity relates to the field of experience – Community. A variety of communication activities are provided. Learners will begin by identifying places by listening and looking at pictures and maps. They will also be given many opportunities to write the names of places and to define what they can do there.

The language concepts incorporate a review of the old added to new concepts. For example, the question-answer, **Qu'est-ce que c'est – C'est un/une**, is followed by the name of a place. **Où** is placed in front of the verb **aller**. More **-er** verbs are added for a more complex sentence structure.

By the end of this section the student will have the knowledge and language skills to provide information about a community to a tourist or a newcomer. This knowledge is also useful when travelling. If the student is deciding where to go or needs to ask about the community, he or she will have the skills to articulate what he or she wants to do.

Section 2: Les personnes dans ta communauté (People in Your Community)

Key Concepts

- occupations
- gender of occupation terms
- volunteering
- **-er verbs**
- job search
- **aller + infinitif**

In Section 2 students learn about people in their community. The students get the opportunity to relate the names of places they learned in Section 1 by learning about who works in these places.

Various occupations are presented. The students focus on occupations that exist in their community. They are also presented with volunteer and job opportunities. They are asked to provide information about their own volunteer experiences as well as their past and present job positions.

In this section there is quite a large vocabulary about people's occupations. The students are made aware of the spelling changes that occur when the occupation refers to a male or a female. Exercises for conjugating regular -er verbs are provided. The verb **aller** is reviewed in the present tense. This review leads quite nicely to the **futur proche** pattern – **aller + infinitif**.

The students learn about the kinds of job opportunities available to them. They are provided with information on where to look for a job and how to look for a job. Hopefully by the end of this section the students will be more aware of the careers that will apply to their own personal interests and talents.

Section 3: Le transport (Transportation)

Key Concepts

- methods of transportation
- vehicle names
- directions
- **On peut ...**
- **ne ... pas**
- buying and selling a vehicle

Section 3 has three activities that pertain to **Le transport**. The student learns not only to identify various modes of travel but to actually say, 'I get to school by bus or on foot.' This vocabulary, coupled with giving and getting directions, will help the students communicate about travelling in their own community and foreign cities as well. Last, the students are presented the terminology required for buying and selling vehicles.

Apart from the vocabulary about transportation, the language concepts taught in this section are the preposition **à** or **en** before the name of a vehicle, prepositions for directions such as **à gauche de**, **à droite de**, and **tout droit**, and the negation **ne pas** around a verb.

Key to the Assignment Booklet

Section 1 Assignment: Une visite à ta communauté (A Visit to Your Community) (20 marks)

1. The maps and what each includes will vary greatly. The map should show any ten locations, such as these shown here.

Esso	Cinéma	Restaurant	Banque	Bureau de Poste	Dépanneur
(a)	(c)	(e)	(f)	(g)	(h)
(b)	(d)	Avenue du Parc			(i) Musée
La Baie		Parc Central			
Rue Molière					Rue Racine
Super Marché	Hôtel	Radio Shack	Pharmacie	Police	Hôtel de Ville
(t)	(r)	(p)	(n)	(l)	(j)
(u)	(s)	Avenue Ste-Anne		(m)	(k)
Canadian Tire	Eglise	Librairie	Bibliothèque	Vêtements	Hôpital
		(q)	(o)		

a. la station service Esso	h. le dépanneur Provigo	o. la Bibliothèque Municipale
b. le grand magasin La Baie	i. le Musée Municipal	p. le magasin Radio Shack
c. le cinéma Bijou	j. l'Hôtel de Ville (la Mairie)	q. la librairie Payot
d. le parc Central	k. l'Hôpital Municipal	r. l'Hôtel Daudet
e. le restaurant Chez Soi	l. la Police (la gendarmerie)	s. l'église Ste-Anne
f. la Banque Royale	m. le magasin Le château	t. le supermarché Safeway
g. le Bureau de Poste	n. la pharmacie Tremblay	u. le magasin Canadian Tire

(10 marks)

2. You may use the Sample Marking Guide for Oral Assignments or a guide of your own for assessing the recorded answer. Here is a sample.

- a. On va à la station service Esso pour acheter de l'essence et faire réparer sa voiture.
- b. Au grand magasin La Baie on achète toutes sortes de choses.
- c. Au cinéma Bijou on regarde les films les plus récents.
- d. Au parc Central on peut prendre du soleil.
- e. Au restaurant Chez Soi on mange très bien.
- f. A la Banque Royale on peut encaisser un chèque.
- g. On va au Bureau de Poste pour envoyer une lettre.
- h. On va chez le dépanneur pour acheter de la nourriture.
- i. On va au Musée Municipal pour regarder les tableaux.
- j. On va à l'Hôtel de Ville (à la Mairie) pour chercher des informations.

(10 marks)

Section 2 Assignment: Les personnes dans ta communauté (People in Your Community) (25 marks)

1. The student should use the following resume as a model. The information provided should vary somewhat according to the position applied for – either **serveur-serveuse** or **facteur-factrice**.

Résumé de Marie Anne Leblanc

Marie Anne Leblanc
 9 rue Lesage
 Barrhead, Alberta
 T5J 2B9
 555-7890

Éducation:

- l'École Frère Jacques – de septembre 1989 au présent

Expérience de travail:

- cassière au restaurant A&W – de novembre 1989 au mai 1991

Expérience bénévole:

- garder des enfants au centre récréatif – juillet et août 1990
- visiter l'hôpital chaque week-end pour parler aux malades – octobre 1987 au présent

Intérêts:

Je nage et je joue au volleyball pour mon école. Je suis membre du comité d'étudiants aussi. J'adore voyager. Je voyage chaque été au Québec pour pratiquer mon français.

Références:

- Madame Boudreau – directrice à l'École Frère Jacques – 555-0987
- Monsieur Bisson – policier à la gendarmerie – 555-6543

J'aime beaucoup aider les autres personnes, et j'ai de l'expérience qui va être utile au restaurant La Baguette.

(10 marks)

2. Use your marking guide for oral assignments. Look for appropriate information, flow, and personality in this interview situation. Here is a possible answer.

Bon. J'ai seize ans et je vais à l'École Secondaire Henri Bourassa, où je suis en dixième année. J'aime surtout l'anglais et le français. Mes notes sont bonnes. Je travaille comme bénévole les jeudi soirs à la Croix Rouge. J'ai beaucoup d'intérêts, et j'aime surtout aider mon prochain et utiliser mon français. Je vais être très bon/bonne réceptionniste.

(15 marks)

Section 3 Assignment: Le transport (Transportation) (25 marks)

1. Some postcards based on a hypothetical drive to Disneyland are provided. Student answers will vary.

Postcard 1

Salut, Robert!	
Je pars pour Disneyland en voiture avec la famille. Ce soir nous restons à Calgary chez Western Motor Inn. Ça coûte 150,00\$ pour toute la famille.	Robert Leblanc C.P. 1234 Olds, AB TOM 1PO
Jean	

Postcard 2

Salut, Robert!	
Ce soir nous sommes à Butte, Montana. Nous allons faire un tour de la ville en voiture pour voir la grande mine et les vieilles maisons.	Robert Leblanc C.P. 1234 Olds, AB TOM 1PO
Jean	

Postcard 3

<p>Salut, Robert!</p> <p>On va à Pocatello, Idaho aujourd'hui. D'abord on fait un tour de parc Yellowstone en autobus. On espère surtout voir Old Faithful pour en tirer des photos.</p> <p>Amitiés, Jean</p>	<p>Robert Leblanc C.P. 1234 Olds, AB TOM 1PO</p>
-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------

Postcard 4

<p>Salut, Robert!</p> <p>Ça y est! Aujourd'hui on arrive à Anaheim, et nous passons le reste de la journée à Disneyland. On va s'amuser beaucoup, mais on va avoir certainement mal aux pieds!</p> <p>Jean</p>	<p>Robert Leblanc C.P. 1234 Olds, AB TOM 1PO</p>
----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------

(14 marks)

2.

		ave. Morinville		
r u e V i l l e	r u e L e g a l	[X] pharmacie ave. Fahler	r u e B r û l é	[X] vêtements d'hommes cinéma
r e u e		[X] bureau de poste sports x		[X] Hôpital des Pins
		ave. Tangent		[X] police
		[X] restaurant Hôtel Dupuy ave. St-Paul	[X] vêtements de dames	[X]

(11 marks)

Final Module Assignment (30 marks)

The student's oral presentation should include most of these facts from the interview.

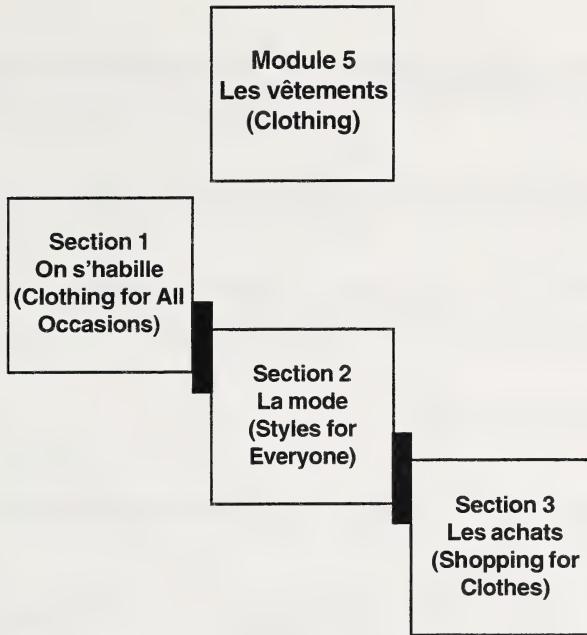
- M. Grégoire travaille en ville et il travaille dans la ferme.
- Ils ont quelques animaux et des champs de grain.
- Il travaille à Maurice Motors.
- Il vend des autos et des camions.
- Pour voyager à la ville il prend son camion.
- C'est un petit Chevrolet d'une demi-tonne.
- Il a une Olds Regency, une moto et une motoneige qui ne marche pas très bien.
- Pour aller de la ferme au travail il descend la route au sud pour arriver à l'autoroute. Là, il tourne à gauche et continue jusqu'à la ville. En ville il prend l'autoroute numéro 16, puis il tourne à droite sur la rue 178 jusqu'à Maurice Motors.
- Il fait parti du club des Lions, "Lions Club" en anglais. Il est aussi bénévole pour les Chevaliers de Colomb, les "Knights of Columbus" de l'église St-Thomas.
- Comme bénévole, ça dépend. Travailler un Bingo, travailler pendant les matchs de hockey à la patinoire, organiser des échanges.
- Il aime voyager pendant les vacances; il voyage en auto avec sa famille. Il ne prend pas l'avion; ça coûte trop cher.
- Il aime surtout voyager dans les montagnes ... Banff, Jasper, la Colombie Britannique, le Washington, et l'Oregon.
- Mais pas la Californie. Il y a trop de monde et il fait trop chaud.
- Sa femme Yvonne et lui ont deux enfants. Sa fille Marianne étudie à la Faculté St-Jean, et son fils Georges fait ses études de onzième année à l'école Maurice Lavallée.
- Marianne étudie l'éducation. Elle veut enseigner le français immersion.
- Georges n'est pas certain, mais il pense faire technicien d'ordinateur.
- Yvonne travaille ici dans la ferme. C'est elle qui fait presque tout le travail de la ferme.
- Ses enfants travaillent aussi dans la ferme, mais c'est surtout Yvonne et lui.

Module 5: Les vêtements (Clothing)

Overview

In this module, students will be looking at clothing and its importance in their lives. A variety of articles of clothing will be introduced for both males and females, as well as clothing associated with specific activities, sports, and occupations.

The students will be asked to describe clothing as to colour, style, cost, and size. They will look at topics dealing with clothes that range from the fashion industry to the everyday action of purchasing a T-shirt. They will become familiar with a number of factors affecting their purchasing decisions and the procedure of selecting and purchasing items of clothing.



Evaluation

The mark for this module is based on three section assignments and one final module assignment. The assignment breakdown is as follows:

Section 1 Assignment	15 marks
Section 2 Assignment	25 marks
Section 3 Assignment	10 marks
Final Module Assignment	50 marks
TOTAL	100 marks

Section 1: On s'habille (Clothing for All Occasions)

Key Concepts

- basic clothing items
- colours
- Il y a ...
- choosing clothing appropriate to weather and activity
- toiletries

Students will learn the names of a variety of clothing items that are commonly worn in this country. It is important to note that the names of some items vary according to the country and the style for male and female. As students describe these items, they will consider agreement and position of adjectives, especially colour and size. They will also describe how they feel about the clothes. In this section they will also review prepositions of place, as they indicate where they have their clothes in their room. They will look at specific items of clothing worn for sports and the parts of the body they protect. The last activity of the section will look at clothing worn for certain jobs, as well as personal grooming aids used in getting ready for work.

1.4

Ask students to identify classroom objects by their colour, or guess which classmate one is thinking of from a description of what he or she is wearing.

1.7

This can be varied using cards with pictures of clothing, putting them in a box and randomly distributing. Students can then go to a number of classmates questioning who else has the same clothing in their suitcase.

1.8

This is a good partner or group activity in which students can question and answer about clothing items in their closets.

2.1

Have students listen for a specific word or information in a taped radio or TV segment. Attempt to use a segment that deals with clothing, but the important skill being practised here is being able to focus on required information, no matter what it is.

2.8

Ask students to react to a variety of situations using the pattern

C'est trop ... (tone of disgust)

C'est très ... (happy, excited)

You could use a variety of catalogue or magazine pictures of clothing to elicit student opinion responses.

3.1

Have students describe what parents and friends wear to work in their community.

3.3

Use of dictionaries is often a source of frustration for students. Working through specific examples with the group can give them confidence and produce better results.

Section 2: La mode (Styles for Everyone)

Key Concepts

- colour, size, fabric
- accessories
- design terms
- cost
- reading advertisements
- sales

In Section 2 students will look at the fashion industry and the effect of publicity on style. Looking at authentic articles from fashion magazines, they will learn ways of describing style, material, colour, and so on. They will also consider ways of learning, from context, new vocabulary and expressions. Students will also look at using this information to describe clothes worn by others and to prepare a fashion show description of clothing. In addition to the fashion magazines, the practical aspect of understanding information contained in sale flyers and how items are advertised is considered.

1.2

TG magazine, available in most schools, usually has some articles in French. Have students read new material and guess at the content and report to the class. *Chatelaine* and other magazines in French will be a great aid in this section.

1.3

Fashion magazines in French are available at **Le Carrefour** bookstore. Present a variety of magazines – students will find something that appeals to them.

1.4

You may obtain sale catalogues by writing to **La Baie, Eaton**, and other retail stores. Information is provided in the *Teacher Resource Manual* from Alberta Education. These activities may be modified so one student describes what he or she wishes to buy and the partner checks the catalogues or fliers to see if the item is available.

2.5

Students can prepare a fashion show, and dress up to model various items of clothing and accessories. The use of cue cards gives confidence without being unnatural in this type of presentation.

3.1

Students can search through a variety of French advertisements, finding all the terms used to indicate a sale. A number review may be needed, especially from 60 to 100.

3.7

Students can comparison shop for particular items as a group activity.

Section 3: Les Achats (Shopping for Clothes)

Key Concepts

- size, colour, fabric in catalogue items
- filling out an order form
- ordering by telephone
- cleaning symbols
- buying in a store
- returning articles

In Section 3 students will look at purchasing clothes through mail-order catalogues, through the mail or by phone. Personal shopping is also covered. In this section, students will look at prices of items and methods of payment. They will look at completing the necessary forms and the requests for assistance in a store.

1.7

Photocopy the catalogue order forms so students can all fill out their own order forms.

1.8

Students can role play placing an order by telephone. The partner can record the order on the order form.

2.3 to 2.5

Students can role play the shopper and the clerk, with the shopper asking for a variety of items and the clerk providing information. A rack of clothing can be provided to give actual items that can be used for discussion.

Key to the Assignment Booklet

Section 1 Assignment: On s'habille (Clothing for All Occasions) (25 Marks)

Part A

1. Pierre a n
2. Monique k g
3. Chantal et Juliette e l
4. Jean et Robert m j

5. Carmen	<u>b</u>	<u>p</u>
6. Nicole	<u>c</u>	<u>h</u>
7. Renée	<u>d</u>	<u>o</u>
8. Gérard	<u>f</u>	<u>i</u>

(8 marks)

Part B

Use your marking guide for oral assignments. Here is a sample tape script of the assignment done with a partner. Some of the pictures allow more than one interpretation.

Partenaire A

Est-ce qu'il y a un complet de jogging?
(Est-ce qu'il y a un complet de motoneige?)
Est-ce qu'il y a des chaussures?
Est-ce qu'il y a un chapeau?
Est-ce qu'il y a des T-shirts?
Est-ce qu'il y a une chemise (chemisier)?
Est-ce qu'il y a un chandail (pull) (robe)?

Partenaire B

Oui, il y a un complet de jogging.
Oui, il y a un complet de motoneige.)
Oui, il y a des chaussures.
Non, il n'y a pas de chapeau.
Oui, il y a des T-shirts.
Non, il n'y a pas de chemise (chemisier).
Non, il n'y a pas de chandail (pull) (robe).

Partenaire B

Est-ce qu'il y a un maillot de bain?
Est-ce qu'il y a des chaussettes?
Est-ce qu'il y a des chaussures?
Est-ce qu'il y a une chemise (chemisier)?
Est-ce qu'il y a un blouson (veste)?
Est-ce qu'il y a un survêtement (pantalon)?
Est-ce qu'il y a une jupe (??)?

Partenaire A

Non, il n'y a pas de maillot de bain.
Non, il n'y a pas de chaussettes.
Non, il n'y a pas de chaussures.
Oui, il y a une chemise (chemisier).
Oui, il y a un blouson (veste).
Oui, il y a un pantalon. (Non, il n'y a pas de survêtement.)
Non, il n'y a pas de jupe.

Here is a sample tape script of the assignment done alone:

Scene 1

Je vois un complet de jogging (ou un complet de motoneige) noir et blanc.
Il y a aussi deux T-shirts, un chapeau, sept chaussures, une chemise (ou un chemisier) rayée, et un chandail (pull) (une robe).

Scene 2

Il y a une chemise (ou un chemisier), un maillot de bain de femme, un blouson, quatre chaussures et quatre chaussettes, un survêtement (ou un pantalon), et quelque chose qui est probablement une jupe.

(17 marks)

Section 2 Assignment: La mode (Styles for Everyone) (25 marks)

Part A

1. Jo-Jo Jeans
2. l'école
3. 18.95\$
4. 7.85\$
5. 4.95\$
6. 5

(6 marks)

Part B

Here are some sample advertisements. Each advertisement should include the item's name, style, material, colour, sizes, and regular and sale prices.

1. Grande vente! Les sweatshirts à col en "v" en coton, en plusieurs couleurs (noir, blanc, gris, bleu, rouge, vert). Trois grandeurs – petit, moyen, et grand.
Prix régulier 24,99\$
Prix spécial 14,99\$
(The article might just as easily be a sweater (un pull) of any knit fabric.)
2. Quelle élégance! Collier et pendants d'oreilles élégantes en jade verte. Longeur du collier 50 cm.
Prix régulier 150,00\$
Prix spécial 99,00\$
3. The student should also have sketched the item of clothing.

En solde cette semaine! Complets croisés en polyester. Couleurs: bleu foncé, bleu clair, gris foncé, gris clair, brun foncé, brun clair.
Tailles 36 à 46.

Prix régulier 159,00\$
Prix spécial 129,00\$
(9 marks)

Part C

Use this guide for marking the oral assignment. Double the guide value to achieve the mark.

Scoring Guide	
5	excellent, contains necessary information, lively, good pronunciation
4	contains necessary information, good pronunciation
3	some information missing, adequate pronunciation
2	some information missing, poor pronunciation
1	little or no comprehensible information

Here is a sample answer that provides the general idea. The taped commercial should be between thirty and sixty seconds.

Est-ce que vous cherchez des vêtements d'été? Ne cherchez pas plus loin. Chez Woolco il y a des soldes inimaginables cette semaine, jusqu'à 9h00 samedi soir. Et vous allez trouver ces prix bas dans *tous* nos magasins de la ville. Par exemple, vous allez trouver les chaussures de jogging Bravada pour hommes et femmes au prix incroyable de 9,99\$. Les jeans de marque Cowboy sont seulement 14,99\$. Et les T-shirts? À 9,99\$ pour les T-shirts Pacific vous ne pouvez pas manquer. Ajoutez-y des chaussettes de sport Acapulco à 1,99 la paire, et vous voilà tout équipée à un prix total de moins de 37,00\$, plus TPS. Et ce n'est que le commencement! Vous allez trouver toutes sortes de choses à des prix super, cette semaine chez Woolco.
(10 marks)

Section 3 Assignment: Les Achats (Shopping for Clothes) (25 marks)

TÉLÉPHONE: 1-800-465-5222 DE 9 h À 21 h (HNE) DU LUNDI AU VENDREDI.		* LA TPS ET LA TVP ONT ÉTÉ GROUPÉES POUR CHAQUE PROVINCE.																																																									
POSTE: DÉTACHEZ CE BON DE COMMANDE, HUMECTEZ-LE ET PLIEZ-LE.		BAS-CULOTTE GRATUIT EN COMMANDANT POUR UNE VALEUR DE 75 \$ OU PLUS. VEUILLEZ COCHER LA TAILLE ET LA COULEUR DÉSIRÉES																																																									
TÉLÉCOPIE: VOUS POUVEZ NOUS TÉLÉCOPIER CE BON DE COMMANDE AU NUMÉRO: 1-555-555-9988.		<input type="checkbox"/> A <input checked="" type="checkbox"/> B <input type="checkbox"/> C <input checked="" type="checkbox"/> BEIGE <input type="checkbox"/> BEIGE PÂLE																																																									
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Final Module Assignment: Educational Project (25 marks)

Part A

Here are sample answers that would be suitable for a male student.

1. a.
 - un complet léger de couleur claire
 - un veston brun
 - un pantalon habillé
 - deux paires de jeans
 - quatre T-shirts
 - des chemises habillées
 - des cravates
 - un maillot de bain

- b.
 - une montre
 - des souliers
 - des espadrilles
 - un chapeau de paille
 - des sandales

- c.
 - un rasoir et de l'après-rasage
 - un écran solaire
 - une brosse à dents
 - une brosse à cheveux
 - du shampooing**(3 marks)**

2. Use your marking guide for oral assignments. Students do **either** Alternative 1 **or** Alternative 2. Here is a sample tape script of a male student.

Alternative 1

Dans une valise je mets le complet léger, le veston et le pantalon habillé, avec les chemises, et les cravates.

Dans une autre valise, je mets les jeans, les T-shirts, les souliers, les espadrilles, et le maillot de bain.

Dans une troisième valise, je mets le rasoir, l'après-rasage, l'écran solaire, la brosse à dents, la brosse à cheveux, le savon, le shampooing, et la chasse moustiques.

Alternative 2

Passager: Allô, Air Canada? Je viens d'arriver à Miami, mais vous avez perdu une de mes valises entre l'Alberta et la Floride.

Agent: Avez-vous votre reçu de bagages?

Passager: Je regrette mais je ne peux pas le trouver.

Agent: Votre nom et votre adresse, s.v.p.

Passager: Je m'appelle John Morelli, 222 – 33e rue, Drumheller, Alberta.

Agent: C'est quel vol?

Passager: C'est le vol 1234.

Agent: Donnez-moi une description de la valise, s.v.p.

Passager: C'est une grande valise grise en tissu de nylon. Il y a une étiquette avec mon nom et mon adresse.

Agent: Qu'est-ce qu'il y a dans la valise?

Passager: Il y a un complet léger brun, un veston bleu clair, un pantalon bleu foncé, deux chemises blanches, et des cravates.

Agent: À quel numéro de téléphone est-ce que je peux vous contacter?

Passager: C'est Voyages Rogert Albert 011-596-71-71-71 à Martinique.

(The description of the contents of the suitcase is a crucial part of the dialogue. The rest is there to provide the context for this sentence.)

(4 marks)

Part B

1. Answers will vary. The clothing described should be suitable for the various activities and the gender of the student. Students have not been asked to identify the activities.
 - a. femme: (dîner) une robe noire, avec collier et pendants d'oreilles en perles, et souliers noirs
 - b. homme: (dîner) un complet gris en polyester léger, une chemise blanche, des souliers noirs, et une cravate noire

- c. femme: (danser) une robe violette, un foulard blanc, une broche en argent, des souliers
- d. homme: (danser) un veston tweed brun, une chemise jaune, un pantalon brun foncé, une cravate foncée, et des souliers bruns
- e. femme: (dîner) une jupe noire, un chemisier blanc, une chaîne en or, et des boucles d'oreilles en or
- f. homme: (dîner) un blazer bleu, un pantalon noir, une chemise blanche, une cravate brune
- g. femme: (magasinage) un T-shirt orange, des jeans, des lunettes de soleil, un chapeau de paille, et des sandales
- h. homme: (magasinage) un T-shirt rouge, des jeans, des lunettes de soleil, des espadrilles

(4 marks)

2. Students do **either** Alternative 1 **or** Alternative 2.

Alternative 1

Pictures chosen by the student should match their descriptions in Part A. The content of the oral descriptions should match the written descriptions. Use the usual guidelines for scoring the oral work. **(5 marks)**

Alternative 2

This is similar to Alternative 1, but without the pictures. The content of the oral descriptions should match the written descriptions in Part A. Use the usual guidelines for scoring the oral work. **(5 marks)**

Part C

1. Students do **either** Alternative 1 **or** Alternative 2.

Alternative 1

For full marks, the student's dialogue should ask about at least three different items, and ask about at least two aspects of each one (price, size, brand, material, color, scent, country of origin, and so on). Focus on the student's performance. Don't be distracted by the performance of others in the "cast." **(5 marks)**

Alternative 2

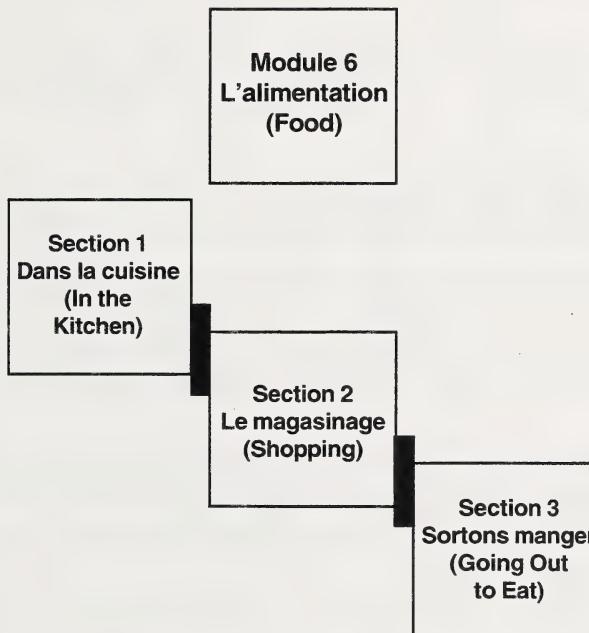
This will be a monologue with the student playing both roles (clerk and customer), or a dialogue with a friend playing one of the two roles. Focus on the student's performance. Does it indicate that the student could successfully purchase clothing? Use the usual evaluation scale. **(5 marks)**

2. The information will vary. Check that the top of the form is completely filled in, plus the bottom right-hand area and signature.
(4 marks)

Module 6: L'alimentation (Food)

Overview

Module 6 is designed to enable students to identify and discuss food in French. Students should be able to express which foods they like or don't like, be able to purchase food at a supermarket or corner store, and be able to order a meal in a snack bar or restaurant. They will learn to do these through recipes, menus, and shopping lists. An attempt has been made to reinforce good eating habits and nutrition.



Evaluation

The mark for this module is based on three section assignments and one final module assignment. The assignment breakdown is as follows:

Section 1 Assignment	20 marks
Section 2 Assignment	25 marks
Section 3 Assignment	25 marks
Final Module Assignment	30 marks
TOTAL	100 marks

Section 1: Dans la cuisine (In the Kitchen)

Key Concepts

- food items and categories
- beverages
- sandwiches
- recipes
- *Le guide alimentaire canadien*
- partitives
- meals

Section 1 is based in the home, in the kitchen. Sandwiches are discussed at length and *Le guide alimentaire canadien* is introduced. It would be relatively easy to have the students design a deck of playing cards with sandwich ingredients on them. Many different kinds of games for vocabulary improvement can be played with such a deck.

It might be a good idea to contact Health and Welfare Canada for enough copies of the guide in French for your class. The ACCESS Network video 336225 – *Agriculture et alimentation* would be a good introduction to this activity. It describes the ingredients of a hamburger, where each comes from, and the food group to which each belongs. At this stage the students should be able to understand enough of the film to learn from it. For the recipe activity it is sometimes helpful to have students collect French recipes from cereal boxes, or wherever, and discuss these in class.

Section 2: Le magasinage (Shopping)

Key Concepts

- convenience store
- food items
- junk food and *Le guide alimentaire canadien*
- names of shops
- grocery lists
- sales fliers
- **aimer** and **adorer**

In this section students will be introduced to the vocabulary and structures necessary to complete a shopping trip for groceries. Convenience store shopping is discussed and supermarkets as well. An attempt has been made to include a review of time in the hours of operation and a review of methods of payment from Module 5. There is a continued discussion on nutrition as junk food and eating habits are again discussed.

To involve students in a more meaningful way, give them a list of items in French and ask them to either purchase or at least find out the cost of the items. It is probably a good idea to phone your grocer ahead of time to warn him or her of the impending influx of shoppers who may not be buying. Even if the kids spend a lot of time just reading the labels, it is valuable as a learning experience. If you have a French grocer, you have hit the jackpot. Make sure you use him or her to your fullest advantage (guest speaker, field trip, or combination). If none of this is possible, there are always skits, role playing, or simulations. Collecting cans and boxes with good French labels would allow a *store* to be set up in the classroom.

Language objectives include the continued use of partitives especially after an expression of quantity and after a negative.

Culturally, students look at the similarities and differences of shopping and eating habits. General language skills include finding words in places other than dictionaries, reading labels, and taking meaning from context and illustrations.

Section 3: Sortons manger (Going Out to Eat)

Key Concepts

- snack bar
- fast food terms
- nutrition
- restaurants
- ordering
- **vouloir**
- menus
- bills

In Section 3 the emphasis is on the experience of picking up fast food or eating in a restaurant or café. Again, differences and similarities in customs are explored. Relating special occasions from Module 2 to eating and traditional foods and dishes is another topic. Arranging a trip to a French restaurant will provide the students with an opportunity to taste the cuisine. It is a valuable experience if it is economically feasible. If not, there is always the drama/simulation route. It is the next best thing to being there. Otherwise, set up a French restaurant in the classroom. One day half of the students can be customers while the other half act as restaurant staff and cook and serve the food. The roles will be reversed the next day.

Key to the Assignment Booklet

Section 1 Assignment: Dans la cuisine (In the Kitchen) (20 marks)

1. The student should create menus for three meals for each of seven days and give an indication of how many people are served. Here is a sample menu for the first day.

lundi (pour chaque personne)

Petit déjeuner (déjeuner)

Cheerios
lait
jus d'orange
toast de pain complet
miel

Lunch (dîner)

deux sandwichs au jambon, avec du fromage, de la laitue, de la margarine, et de la moutarde
deux biscuits aux brisures de chocolat
une pomme
de l'eau

Dîner (souper)

deux morceaux de poulet frit
une grande portion de salade verte (de la laitue, de la tomate, des échalotes, des radis, de l'huile végétale, du vinaigre, du sel, du poivre)
une pomme de terre rôtie avec crème sûre
des pêches au sirop
une tasse de café
du pain avec de la margarine

(10 marks)

2. The oral recording of the week's menu should contain essentially the same material as the written menus. Encourage good use of transitional devices to help the recording flow. Use your Evaluation Guide for Oral Assignments. (10 marks)

Section 2 Assignment: Le magasinage (Shopping) (25 marks)

1. The shopping list should include all the major items on the week's menu. The list should be divided according to the various sections of the supermarket (Viandes, Produits laitiers, Boulangerie, Céréales, Fruits et légumes, etc.). (15 marks)
2. The telephone call to order the food should have the same content as Question 1. Encourage good telephone usage and good use of transitional devices to make the telephone message seem natural. (10 marks)

Section 3 Assignment: Sortons manger (Going Out to Eat) (25 marks)

1.

**La Vache Heureuse
Menu**

Soupes and Salades may also be part of the menu.

Hors d'oeuvre

(The student should list the names and prices of the appetizers here.)

Entrées

(The student should list the names and prices of the main course dishes here.)

Desserts

(The student should list the names and prices of the desserts here.)

Boissons

(The student should list the names and prices of the beverages here.)

(10 marks)

2. This recording should have a reasonable dialogue between a waiter and the client ordering from the menu. For full marks, the student must order at least one item from each category on the menu. Listen for use of **je voudrais** and other forms as covered in the module. **(10 marks)**
3. The paragraph should give the general nutritional value of the meal, plus the cost and mode of payment. The nutritional value should make some reference to the food groups:

- **produits céréaliers**
- **légumes et fruits**
- **produits laitiers**
- **viandes et substituts**

Do not expect any knowledge of **protéines**, **carbohydrates**, **matières grasses**, and so on. **(5 marks)**

Final Module Assignment (30 marks)

1. Some variation is allowed here.

a. Invitation



(4 marks)

b. Guest list

M. et Mme Simard

M. et Mme Jones	M. et Mme Fleury
M. et Mme Laroche	M. et Mme Tremblay
M. et Mme Lassègue	Mme Smith
M. et Mme Thériault	Mme Bourassa
M. et Mme Fréchette	Mlle Lacombe
M. et Mme Gélinas	M. Boulanger
M. et Mme Messiers	M. Pierre et Mme Sophie Boissoneau (or any other customary spelling – e.g., M. et Mme Pierre Boissoneault)

M. Jean et Mme Lise Simard (M. et Mme Jean Simard, M. et Mme Jean et Lise Simard)

(2 marks)

c. Sample menu

The menu for the party does not have to be for a formal dinner as shown. Perhaps Mme Simard has something less formal in mind.

Hors d'oeuvre	
soupe à l'oignon avec craquelins et pain ficelle	
Entrées	
salade César	
bifteck	
pommes de terre avec sauce	
légumes	

Desserts	
gateau	
crème glacée	
Boissons	
punch	
café	
vin Chardonnay	

(4 marks)

d. Grocery list

This must include all items used in the student's menu, including condiments. **(5 marks)**

e. Budget and final cost

This must include the cost of groceries, invitations, and the company's time: planning, shopping, transporting the meal and servers to the hall, any decorations, serving the meal, doing the dishes, and so on. Assume that Mme Simard is taking care of the hall rental and hall cleanup separately, since she had made those arrangements previously. During the conversation with Mme Simard tomorrow, the student could ask for further clarification. The amount should probably average about \$10.00 or \$12.00 per person (about \$300.00 total.) If it is less than \$5.00, the student has likely forgotten something. If it is over \$15.00, the customer may look for better prices elsewhere. **(8 marks)**

2. Use your Marking Guide for Oral Assignments to assess the telephone call. **(8 marks)**

Dictation

You may choose to assign the dictation from Tape Segment 633. Here is its text.

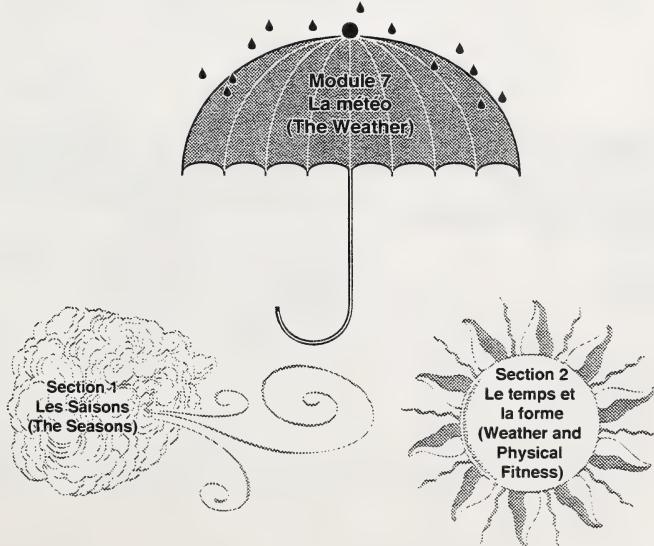
Au Canada les trois repas s'appellent le déjeuner, le dîner, et le souper. Au déjeuner on mange des toasts ou des céréales et on boit du café, du lait, ou un jus de fruit. Au dîner on mange de la soupe ou des sandwiches et on boit du café, du thé, ou une boisson gazeuse. Le souper est le grand repas. On mange un repas chaud, avec un dessert et une boisson. La famille achète les aliments au supermarché ou à l'épicerie.

Aimez-vous manger au restaurant? Moi, je l'aime beaucoup. Je préfère les restaurants français et les restaurants mexicains.

Module 7: La météo (The Weather)

Overview

The students have completed Modules 1 to 6 which brings them to the last module in the French 13 program. They will have gained important skills for listening, understanding, writing, and speaking in French. This module will allow students to use these acquired skills and knowledge to learn to talk about the weather. Students will be able to describe the weather which characterizes the four seasons. They will also learn about how the weather influences our physical fitness and choices of sporting activities.



Evaluation

The mark for this module is based on two section assignments and one final module assignment. The assignment breakdown is as follows:

Section 1 Assignment	35 marks
Section 2 Assignment	25 marks
Final Module Assignment	40 marks
TOTAL	100 marks

Supplementary Materials

- *Arc-en-ciel 1 Teacher's Book*
- taped French TV and radio weather forecasts
- magazines and catalogues
- books of French poetry

Section 1: Les saisons (The Seasons)

Key Concepts

- seasons
- weather and terms and expressions
- temperature
- poetry
- TV and radio forecasts

In this section students will learn about the weather. They will be able to describe the weather to a friend. They will also hear different types of weather being discussed and commented on via tape. This will help with pronunciation and comprehension skills. Some seasonal activities and sports are introduced.

Most of the activities in this section deal with weather reports from the radio, TV, and the newspaper. Encourage your students to read French weather reports in any local French publications. You can also encourage them to listen to French radio and watch *la météo* on CBFXT which is broadcast all over Alberta. You can also help them learn to phone the taped French weather reports available through Environment Canada. Keep the activity as real and as up to date as possible. Each activity is designed with a communicative purpose for the student. Emphasize this purpose as often as you can. The poetry provided can give students a feeling of the creative side of the French language. Provide other samples of French poetry (even through song) to get student interest.

Section 2: Le temps et la forme (Weather and Physical Fitness)

Key Concepts

- sporting activities
- seasonal activities
- sports equipment
- nutrition/calories
- sport safety

In this section students will learn about different types of physical activity that they can participate in under different weather conditions. They will be able to name many sports in French. They will also learn how to say and write the different types of equipment used when playing some of the sports. Unfortunately there are sporting injuries which occur during sporting and leisure activities. Injuries and maintaining a healthy level of physical fitness are also covered.

Key to the Assignment Booklet

Section 1 Assignment: Les saisons (The Seasons) (35 marks)

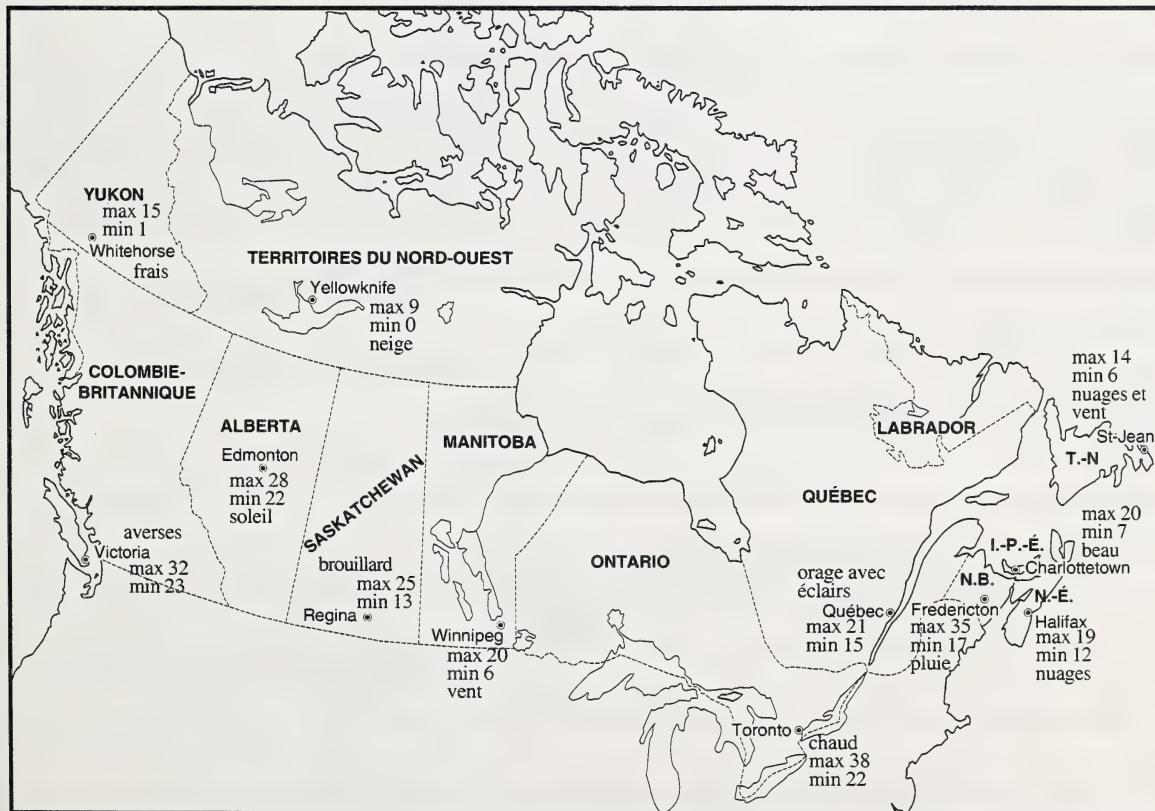
1. The picture dictionary of the weather needs fifteen weather expressions. Students may include pictures and words for the following expressions.

Accept **il fait** as a substitute for **il y a** whenever appropriate.

C'est ensoleillé.	Il fait (du) soleil.	Il y a des dégagements.
C'est partiellement ensoleillé.	Il fait sombre.	Il y a des éclairs.
Il dégèle.	Il gèle.	Il y a des nuages/il est nuageux.
Il fait ____ degrés.	Il grêle/il y a de la grêle.	Il y a des orages.
Il fait beau.	Il neige/il y a de la neige.	Il y a des tempêtes de neige.
Il fait beau soleil.	Il pleut/il y a de la pluie.	Il y a des tonnerres.
Il fait chaud.	Il vente/il y a du vent.	Il y a du brouillard.
Il fait frais.	Il y a de la glace.	Il y a un blizzard.
Il fait froid.	Il y a de la pluie verglaçante.	Il y a un ciel dégagé.
Il fait mauvais.	Il y a des averses.	Il y a un ciel variable.

(15 marks)

2. Students develop their own symbols. This is the information provided on the tape.



(13 marks)

3. There may be some variation here, but content should be the same.

Monique: Salut, Paul. Ça va?

Paul: Non, Monique.

Monique: Pourquoi?

Paul: Il pleut ici à **Red Deer**.

Monique: Dommage. Ici, à **Fort McMurray** il fait (beau) soleil.

Paul: Je n'aime pas **la pluie**.

Monique: Moi non plus. C'est (**any expression of regret or frustration**)! Nous sommes en vacances. C'est dommage qu'il pleut. Alors, quel temps fait-il demain à **Ft. McMurray**?

Paul: **Il pleut**.

Monique: Dommage, Paul. Je suis contente que j'habite à **Red Deer**. À bientôt. Salut Paul.

Paul: Salut Monique!
(7 marks)

Section 2 Assignment: Le temps et la forme (Weather and Physical Fitness) (25 marks)

The student's story about weather and a sport will probably be patterned quite closely on the story in Section 2 Activity 4. However, the student's story will likely be shorter and have some mistakes and English words. They have not had much experience writing stories in French. Remember that the Beginner 2 level of competency does not go much beyond using previously learned phrases and constructing lists. Use the opportunity to teach and encourage. If the student has not made an effort to use the dictionary, encourage it. If they have chosen the wrong word from the dictionary, review what has been mentioned previously. See that they have all the components asked for in the assignment.

Here is a sample answer.

Le temps et l'exercice

C'est l'été et il fait chaud.

“Nous allons faire un voyage à bicyclette au lac. Est-ce que tu viens avec nous, Corinne.”

“Oui, pourquoi pas? Attendez; je cherche ma bicyclette. Est-ce que James peut venir aussi?”

“Oui certainement.”

Nous attendons Corinne et James. Il commence à venter un peu. Enfin, ils arrivent et on part au lac. Le vent est plus fort maintenant.

Dix minutes plus tard il pleut très fort. Nous décidons de retourner à la ville. Dommage!

Pour être en bonne forme il faut de l'exercice. Il faut aussi éviter l'hypothermie.

(25 marks)

Final Module Assignment (40 marks)

Students must complete both Part A and Part B.

Part A

This is a free-response assignment. The weather forecast should follow the guidelines given in the instructions. Communities identified as francophone or founded by francophones are

Bassano	Beaumont	Beauvallon	Bon Accord
Bonnyville	Brosseau	Calais	Camrose
Carcajou	Desmarais	Donatville	Donnelly
Dréau	Duvernay	Edmonton	Falher
Foisy	Fort Chipewyan	Fort Kent	Girouxville
Gleichen	Gourin	Grande Prairie	Grandin
Gurneyville	Guy	Jean Côté	Jean D'Or Prairie
Joussard	La Corey	La Crete	Lac Baptiste
Lac La Biche	Lac La Nonne	Lac Ste. Anne	Lafond
Lahaieville	Lamoureux	Leduc	Legal
Mallaig	Marie-Reine	McLennan	Millet
Morinville	Normandeau	Plamondon	Red Deer
Rivière Qui Barre	Saulteaux	St. Albert	St. Isidore
St. Paul	St. Vincent	Sylvan Lake	Tangent
Therien	Trochu	Vegreville	Villeneuve

And, of course, Rivière La Paix is the French name for Peace River. At least two of these places should be mentioned in the weather report.

Use your Marking Guide for Oral Assignments to assess this assignment. (20 marks)

Part B

1. The collage should have at least one picture representing each season, and should be labeled in French. (6 marks)
2. The written presentation in French should relate directly to the collage. Try to accentuate the positive aspects of the student's work. Use any errors as teaching opportunities. (8 marks)
3. This is the oral recording of the written presentation. Use this opportunity to provide feedback regarding intonation, pronunciation, diction, and so on, on the student's tape. (6 marks)

Dictation

You may choose to assign the dictation from Tape Segment 731. The text of this dictation follows.

Les saisons

En hiver il fait très froid et il neige. On fait du ski ou on regarde le hockey à la télévision. Au printemps, il commence à faire plus chaud. C'est la saison des fleurs. L'herbe et les feuilles commencent à pousser. Il fait du vent.

En été, il fait chaud. On va au parc ou à la plage. C'est la saison des grandes vacances. L'automne, c'est la saison de la rentrée à l'école. Les feuilles changent de couleur, et elles tombent des arbres.

Aujourd'hui à Nantes, il fait beau. À Paris, il pleut. À Genève, il y a des nuages. À Nice, il fait très chaud. À Lyon, il y a des orages et des éclairs. À Bruxelles, il fait soleil.

Dictations tend to be a high-stress situation for students, but they provided a very good gauge of listening comprehension, spelling, and understanding of the underlying grammatical structures. They can also help to pinpoint vocabulary and structures that have not been covered sufficiently in the course.



Final Test

Note:

To complete this test students will need the French 13 Final Test audiocassette, a blank audiocassette, and a cassette recorder that is capable of recording on standard audiocassettes.

Included here is the answer key to the final test and the student's copy of the final test which is designed for photocopying and possible faxing.

Note:

The answer key and student's copy of this final test should be kept secure by the teacher. Students should not have access to this test until it is assigned in a supervised situation. The answers should be stored securely and retained by the teacher at all times.

FRENCH 13

FINAL TEST ANSWER KEY

The French 13 exam is to include realistic communicative tasks from the following areas.

Fields of Experience: School, people around us, weather, holidays and celebrations, food, and clothing (These correspond to Modules 1, 2, 3, 5, 6, and 7. Module 4 (Community) extends the content of Module 3 into employment and workplaces, and introduces the field of transportation.)

Communication: Understand and produce a series of simple written or spoken statements using basic vocabulary and commonly used sentences in a structured context.

Culture: Identify Francophone presence.

Language: Pronunciation, spelling, vocabulary, and syntax

- present tense of -er verbs and verbs such as **avoir, être, faire, and aller**
- gender
- singular and plural nouns
- definite and indefinite articles
- negation
- expressions with **avoir** and **faire** (*J'ai dix ans. Il fait froid.*)
- prepositions of place
- commonly used sentences
- word connectors such as *and/because/...(et/parce que/...)*
- commonly asked questions such as **qu'est-ce que?/qui?/quand?/où?/quel?**
- qualifying adjectives
- possessive adjectives
- the partitive

General Language Formation: Identify words from roots or cognates, associate words to gestures or pictures, respond voluntarily to statements and questions, and identify (with the teacher's assistance) key words needed to follow directions.

Give the students two hours to complete this test. All their work will be done in **French**. To complete this test students will need the **French 13 Sample Final Test** audiocassette, a **blank** audiocassette, and a **cassette recorder** that is capable of recording on standard audiocassettes.

Module 1: L'école

Students are to give this information: who they are, their age, what school they attend, their grade, subjects being taken, what they look like, and four favourite things.

Script of a sample answer:

Salut. Je m'appelle Dennis Smith. J'ai 16 ans et j'habite à 9 Greenfield Estate, à St. Albert. Je vais à l'Ecole Paul Kane, et je suis en grade 10 – 10e année. Je fais l'anglais, les maths, les études sociales, et le français. Je suis grand et j'ai les cheveux bruns. J'aime le basketball, le hockey, les motos, et la télévision. (**15 marks for content; 10 marks for accuracy of expression and creativity**)

Module 2: Les temps des célébrations

Here is a sample invitation:



(5 marks for content: event (party), occasion (friend's birthday), date, time, place; 5 marks for correct use of conventional expressions: prepositions, determiners, and so on)

Module 3: Les personnes autour de nous

Here is a sample letter describing family. The student may talk about fewer people but give more details.

Chère Angèle,

J'ai une grande famille. Mon père s'appelle Bill et ma mère s'appelle Judy. J'ai quatre frères et une soeur. Mes frères s'appellent Robert, Blaine, Andrew, et James. Ma soeur s'appelle Evelyn. Mes grands-parents s'appellent George et Dorothy Williams, et Ernie et Ione Price. Mes grands-pères sont morts. Ma tante Marge et mon oncle Kay ont quatre enfants: Bill, Tom, Cindy, et Celine. Mon oncle Bob est divorcé et remarié à ma tante Pat. Il a deux enfants: Debbie et Stephen. Mon oncle Reg et ma tante Carol ont trois enfants: Kim, Richard, et Justin. Ma tante Judy et mon oncle Bernie ont trois enfants: Jason, Nicole, et Brandon. Mon oncle Lloyd n'est pas marié. Mon oncle Ed et ma tante Michelle n'ont pas d'enfants, mais tante Michelle a trois enfants. Alors j'ai six oncles, cinq tantes, sept cousins, et cinq cousines. Amitiés, Janet

(10 marks for content; 10 marks for expression)

Module 4: La communauté

Here are likely answers. There may be some variation in wording. Here is a transcript of the tape segment.

J'habite la ville de St-Pierre. Je suis boulanger. Je travaille à la boulangerie "Chez Marianne." On fait les pains ordinaires, les petits pains, les pains hot-dog, les pains hamburger, les pains sous-marin – toutes sortes de pain. La ville a une population de 4000 habitants. Il y a un bureau de poste, trois hôtels, cinq restaurants, un hôpital, trois banques, une aréna, un cinéma, un musée, une gendarmerie, beaucoup de magasins, quatre écoles, et beaucoup d'églises. C'est une petite ville, mais elle a tous les services essentiels.

J'habite à 24 rue du Stade, dans un appartement au 2e étage. Il y a un beau salon, une cuisine, trois chambres à coucher, et deux salles de bain. Il n'y a pas de salle de récréation. Un jour, je vais acheter une maison, mais j'aime mon emploi, ma ville, et mon appartement.

1. Son adresse est 24 rue du Stade.
2. Non, il habite un appartement.
3. Il y a cinq pièces principales.
4. Non, il n'y a pas de salle à manger.
5. Il veut acheter une maison.
6. Il est boulanger.
7. Il s'appelle Chez Marianne.
8. Elle s'appelle St-Pierre.
9. Elle a 4000 habitants.
10. Oui, il aime son travail.

(15 marks)

Module 5: Les vêtements

Here is a sample list of clothing and other items a male student might have listed.

1. des jeans	6. des T-shirts
2. des chemises	7. un complet
3. une caméra/un appareil photo	8. un portefeuille
4. un maillot de bain	9. un manteau
5. une montre	10. un rasoir

(10 marks for content; 10 marks for accuracy of expression)

Module 6: L'alimentation

Here is a sample tape script. Students may choose to use either the French Canadian terms or the standard terms for the meals and foods.

Aujourd'hui, au déjeuner j'ai des Corn Flakes avec du lait et du sucre. J'ai aussi du jus de pommes, et du pain grillé avec du beurre et de la confiture.

Au dîner j'ai des sandwichs au salami, des sandwichs à la confiture, un orange, et un jus de raisin.

Au souper, j'ai du poulet avec des frites, une salade verte, un verre de lait, et une tranche de tarte au sucre avec de la crème fouettée.

(10 marks for content; 15 marks for accuracy and fluency of expression)

Module 7: La météo

1. F	6. F
2. V	7. F
3. V	8. F
4. V	9. V
5. F	10. F

(10 marks, graded right minus wrong)

FRENCH 13

FINAL TEST

GENERAL INSTRUCTIONS

YOU HAVE TWO HOURS TO COMPLETE THIS TEST. Work through the entire test answering the questions you are sure you know. You will then be able to concentrate on the questions of which you are not quite sure.

All your work will be done in French. To complete this test you will need the French 13 Final Test audiocassette, a blank audiocassette, and a cassette recorder that is capable of recording on standard audiocassettes.

TOTAL MARKS: 125

Module 1: L'école	25 marks
Module 2: Les temps des célébrations	10 marks
Module 3: Les personnes autour de nous	20 marks
Module 4: La communauté	15 marks
Module 5: Les vêtements	20 marks
Module 6: L'alimentation	25 marks
Module 7: La météo	10 marks

VALUE**MODULE 1: L'ÉCOLE**

25 Scenario: You are taking part in an international tape exchange.

Insert the **blank** audiocassette into the recorder, and advance it about ten seconds to get past the unrecordable leader section of the tape.

Introduce yourself in French, recording your introduction on the **blank** audiocassette.

Give this information about yourself.

- who you are
- your age
- where you live
- what school you attend
- your grade
- the subjects you are taking
- what you look like
- four of your favourite things (i.e., four things you like)

Rewind the tape and listen to what you have recorded to make sure it has **all** recorded properly. When you reach the end of your recording, stop the tape so that it is ready for your next recording.
(15 marks for content; 10 for accuracy of expression and creativity)

If the recorder isn't working, immediately inform the test supervisor and temporarily return this test paper to the supervisor's custody. When the tape recorder problem has been corrected, the test will be returned to you and you will be given a full two hours (from that point) to complete the test.

VALUE**MODULE 2: LES TEMPS DES CÉLÉBRATIONS**

10 Scenario: Bonne fête Jean-Luc!

You are planning a birthday party for a friend, Jean-Luc. Prepare an invitation in French. Remember to include all necessary information, and add illustrations and borders to make it attractive.
(5 marks for content; 5 marks for expression)

MODULE 2: RESPONSE PAGE

Name of Student _____	Student I.D. # _____
Name of School _____	Date _____

VALUE**MODULE 3: LES PERSONNES AUTOUR DE NOUS****20**

Scenario: Tu écris une lettre à une correspondante française.

Write a letter to your French penpal (a female) in which you describe your family. Include grandparents, aunts, uncles, and cousins.

(10 marks for content; 10 marks for expression)

MODULE 3: RESPONSE PAGE

Chère Angèle,

Amitiés,

Digitized by srujanika@gmail.com

Name of Student _____

Student I.D. # _____

Name of School _____

Date _____

VALUE**MODULE 4: LA COMMUNAUTÉ****15**

Scenario: Guy parle de son emploi et de sa communauté.

Insert the French 13 Final Test audiocassette into your audiocassette player. Listen to Guy's description. **You may listen as often as you wish. If you have a problem with the tape, contact your supervisor immediately.** Answer the following questions, using complete sentences. Place your answers in the appropriate places on the Response Page.

1. Quelle est l'adresse de Guy?
2. Est-ce qu'il habite une maison?
3. Il y a combien de pièces principales?
4. Est-ce qu'il y a une salle à manger?
5. Qu'est-ce qu'il veut acheter?
6. Quel travail fait-il?
7. Comment s'appelle le magasin où il travaille?
8. Comment s'appelle la ville?
9. La ville a combien d'habitants?
10. Est-ce que Guy aime son travail?

(15 marks)

MODULE 4: RESPONSE PAGE

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

Name of Student _____ Student I.D. # _____
Name of School _____ Date _____

VALUE**MODULE 5: LES VÊTEMENTS****20** Scenario: Des vacances en France

In French, write the list of clothing and other items you would pack for a vacation in France. Then on your **blank** cassette, describe the items you would take. Record your description immediately after your “Module 1 tape exchange” recording.

(10 marks for content; 10 marks for accuracy of expression)

MODULE 5: RESPONSE PAGE

Items for vacation

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

Name of Student _____ Student I.D. # _____
Name of School _____ Date _____

VALUE**MODULE 6: L'ALIMENTATION****25**

Scenario: Qu'est-ce qu'il y a à manger aujourd'hui?

What are you eating today? What things are you having for breakfast? lunch? supper? Think about it. Then record your responses on the **blank** tape immediately after your "Module 5 vacation items" recording. You may want to list the items on scratch paper before recording your response.

(10 marks for content; 15 marks for accuracy and fluency of expression)

VALUE**MODULE 7: LA MÉTÉO****10**

Scenario: Un bulletin de météo

Read the following transcript of a weather forecast, and indicate whether each of the following statements is true or false. Place your answers on the Response Page. **(10 marks, graded right minus wrong)**

Bulletin de météo du 1^{er} juin. Bonjour. Ici Environnement Canada, avec les conditions actuelles et les prévisions pour la ville d'Edmonton. A 9h00 le temps se montre nuageux. Le mercure indique 26 degrés et le vent est calme. Ciel partiellement nuageux avec des averses d'étape. Pour l'après-midi, le maximum près de 27. Vent de l'ouest à 20 km/h. Des averses ou des orages cette nuit. Le minimum 8. Il y aura des averses avec le vent l'après-midi demain, le maximum 16. Pour d'autres renseignements veuillez composer 468-7126 et quelqu'un vous aidera. Merci d'avoir appelé.

Indiquez vrai (V) ou faux (F).

1. La date du bulletin est le premier juillet.
2. Le bulletin de météo vient d'Edmonton.
3. Il y a des nuages.
4. Il fait chaud.
5. Le vent vient de l'est.
6. Il va faire beau pendant la nuit.
7. Il va faire beau demain.
8. Il va y avoir des orages cet après-midi.
9. Les informations sont de 9h00.
10. C'est CHFA qui donne le bulletin de météo.

(10 marks)

MODULE 7: RESPONSE PAGE

- _____ 1.
- _____ 2.
- _____ 3.
- _____ 4.
- _____ 5.
- _____ 6.
- _____ 7.
- _____ 8.
- _____ 9.
- _____ 10.

Fin du test

Name of Student _____ Student I.D. # _____

Name of School _____ Date _____



TEACHER QUESTIONNAIRE FOR FRENCH 13

This is a course designed in a new distance-learning format, so we are interested in your responses. Your constructive comments will be greatly appreciated so that a future revision may incorporate any necessary improvements.

Teacher's Name _____

Area of Expertise _____

School Name _____

Date _____

Design

1. The modules follow a definite systematic design. Did you find it easy to follow?

Yes No If no, explain.

2. Did your observations reveal that the students found the design easy to follow?

Yes No If no, explain.

3. Did you find the Learning Facilitator's Manual helpful?

Yes No If no, explain.

4. Part of the design involves stating the objectives in student terms. Do you feel this helped the students understand what they were going to learn?

Yes No If no, explain.

5. The Learning Facilitator's Manual contains Assignment answers and a sample test. Did you find these helpful?

Yes No If no, explain.

6. Did the Follow-up Activities prove to be helpful?

Yes No If no, explain.

7. Were students motivated to try these Follow-up Activities?

Yes No If no, give details.

8. Suggestions for computer and video activities are included in the course. Were your students able to use these activities?

Yes No Comment on the lines below.

9. Were the assignments appropriate?

Yes No If no, give details.

Teacher's Name _____

Name of School _____ Date _____

10. Did you fax assignments?

Yes No

11. If you did fax, did you get satisfactory results from using this procedure?

Yes No If no, give details.

Instruction

1. Did you find the instruction clear?

Yes No If no, give details.

2. Did your observations reveal that the students found the instruction interesting?

Yes No If no, give details.

3. Did you find the instruction adequate?

Yes No If no, give details.

4. Was the reading level appropriate?

Yes No If no, give details.

Teacher's Name _____

Name of School _____ Date _____

5. Was the work load adequate?

Yes No If no, give details.

6. Was the content accurate and current?

Yes No If no, give details.

7. Did the content flow consistently and logically?

Yes No If no, give details.

8. Was the transition between booklets smooth?

Yes No If no, give details.

9. Was the transition between print and media smooth?

Yes No If no, give details.

Teacher's Name _____

Name of School _____ Date _____

Additional Comments

Thanks for taking the time to complete this survey. Your feedback is important to us.

Fax Number: 674-6686

Instructional Design and Development Unit
Alberta Distance Learning Centre
Box 4000
Barrhead, Alberta
T0G 2P0

Note: Please ensure that each of your students has completed and forwarded a copy of the Course Survey.

Teacher's Name _____
Name of School _____ Date _____

